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UNGRADED DEPARTMENTS IN GRADED SYSTEMS.

PROF. A. A. MILLER, WAUKESHA.

(A Paper read before the Wisconsin Teachers' Association in Madison, December 28, 1881.)

It was justly remarked at the summer meeting of the Association, in a paper on a subject kindred to this, "that this seems to be a question that will allow every man to ride his own hobby." The writer omitted to state what is equally true of the subject: that a little practical knowledge of an ungraded department, founded on experience, will most likely unhorse the rider and demolish his hobby.

A chief criticism on the graded system of schools is that it is inflexible. Children are poured in at the hopper of the primary department, and the few who survive the grinding ordeal are turned out at the spout of the high school. The criticism is a just one. Every principal of a graded school knows that his school must be run to suit the wants of the average ability, and that the brightest pupils are held back and the backward ones prodded onward, until the interest of the one dies of inanition, while that of the other perishes from chronic indigestion. To suggest a relief for the first class is not within the province of this paper. The ungraded department is the result of an attempt to do something for the backward boys and girls of our graded schools. Pupils are backward, that is, behind their grade, from a variety of causes:

1. The human mind is differently constituted in different individuals. All can not make equally rapid progress in arithmetic, and grammar, and geography. In some one or more of the branches taught in the grade, some pupils will fail to pass the required tests. System sends them back in all by reason of the failure in one.

2. Some, by reason of sickness, or some equally imperative reason, fail in examination. A few weeks' or months' work would place them even with their class; yet, according to the rule, they must go over all the work of the grade. Familiar with much of it, they grow careless and join the ranks of the backward ones.

3. Some children are lazy. They will not study, and as a consequence become drags on their class.

4. In every school are to be found pupils who have not the mental capacity to do the work required of them.

5. There is a large number — comparatively speaking — in every large village or city that from force of circumstances can attend school only for a few months in the year. Such pupils will not work in any grade with any degree of profit to themselves or benefit to the class.

By some one, or more, of these five causes, can all the backwardness of the schools be fairly accounted for. Here is a condition of things that all will regret and wish to amend. Many will have a remedy. But what remedy? is the question that has suggested itself to every thoughtful principal and superintendent. Here are some of the answers that have come to me from one source and another. One says, "Organize special classes and place them under your strongest teachers." Another is certain that "individual attention by the regular grade teachers" will be the best remedy for these difficult cases, and that it is the only one that will prove successful. In the course of my researches a few have been found who rely wholly on the "normal or natural" method of hurrying up these laggards. The same objection to their method arises that was made by Mr. Rait at Appleton, viz: they all carefully abstain from particular statements as to the methods or scope of this "normal" remedy. The normal conclusion to draw concerning these luminaries is that they have no ideas on the subject, and are too lazy to obtain any.

The efficient remedy to overcome this backwardness, from what-

ever cause it may exist, is, as it seems to me, particular attention on the part of the teacher to individual pupils. This special care can not be exercised by the regular grade teachers, and for sufficient reasons. It is a physical impossibility for them to do this work. In the first place, the grade teacher has not time to prepare specially for work of this kind. Her time out of school is entirely taken up in preparation for her regular duties. In the second place, granting the time for the necessary preparation, there is no time during the school day when she can impart the needed instruction. Of a necessity this is true. Thirty-five pupils in two grades are as many as a teacher of first-rate ability ought to be asked to instruct, and the most of our graded schools require their teachers to take charge of nearly twice that number. The teachers in the graded schools are called upon to perform an amount of drudgery unequaled in any other walk of life. Owing to the pressure of regular work, we must look elsewhere for the giving of the needed instruction. Here the graded system may obtain a useful hint from the despised and much-abused country school. An ungraded department in connection with each graded system will furnish a means of solving this much vexed question.

At Waukesha such a department has been in operation for the past two and one-half years. Within that time we have had such results as lift the scheme out of the list of doubtful experiments. With no beaten road to travel, and no record of previous ventures — successful or otherwise — for guidance, it was necessary to make a new way through an unexplored region. The success of the department has been especially gratifying. The material consisted of representatives from all of the classes enumerated heretofore plus an additional few who may appropriately be termed "hard cases," for "hard" they certainly were from whatever point of view. The objects to be kept constantly in mind in the management of the school were three:

1. To give special assistance to those pupils who fall behind in some one study, and whom it is desirable to replace in the proper grade at the earliest moment possible.

2. To serve as a receptacle for those pupils who, by force of circumstances, can attend school only three or four months during the year.

3. To relieve other departments from the incubus of those who, by reason of laziness, or dullness, or other cause, do not keep up with their grades.

As I understand the question, this is the scope of the ungraded department. Backward pupils can here receive the attention suited to their individual needs. The instruction here given should be largely of that character common in the schools fifty years ago, before the modern ideas of giving all the instruction in classes came in vogue. The teacher should go from pupil to pupil and give to each the assistance needed. An attempt to classify and to continue the methods of regular grade teaching will, to a great extent, defeat the ends sought. It will be a mistake to send pupils who fail only in a single branch to the ungraded department to recite in all of their studies. They should go to their old room for all recitations save that in which they are to receive special training. To require all lessons to be here recited is to so occupy the teacher's time as to prevent the individual work most needed.

Some classes will be organized from necessity for the accommodation of those who will most likely pass the remainder of their school life in this department.

Those pupils who can attend school but a few weeks in the year and who desire to make the greatest possible progress in the time at their command, will find here a relief from the routine of the regular grades. They can omit much of the regular course and give their attention entirely to the studies most essential to their welfare in the world.

There is another use to which an ungraded department may be profitably put. All schools of any pretensions to excellence have applications for admission from pupils who live outside of the district, and who have a desire for a better training than their home schools will afford. Such pupils are often very much one-sided in their acquirements, and will not fit into any place in the school. If they can make a short stay in the ungraded room, they become rounded out, as it were, and fitted for regular class work in the high school. Much valuable work can be done in preparing these new pupils for the high school.

In the management of this department, much depends on the character of the teacher in charge. Any failure that is likely to occur will be in the selection of a teacher. One who has had ex-

perience is indispensable. This should be as well-disciplined as any part of the school. Ability to govern should be the first requisite. Many of the worst boys will be found here, and they must be controlled. The teacher must have energy and tact. She must be firm, vigilant, prompt, and at the same time kind.

Besides being a good disciplinarian, she must be a good instructor. She must be a thorough student herself and have a love for her work. She must be fertile in expedients, apt to illustrate, patient to explain, and able to create enthusiasm and to awaken intellect. In general, she must be a close student of human nature and possess all the attributes of a complete woman.

A teacher who has been long at work in a graded school, and becomes used to its routine, will usually fail here. It is less difficult to find half a dozen teachers for regular graded work than one for this place. An experienced teacher from the ungraded country schools, with good government, and who is alive to her duties, is more likely to succeed than another. A teacher with the ability to manage an ungraded department successfully is worth more than an ordinary teacher, and it will require a larger salary to retain her services.

It is charged by some that this department will become simply a "catchall" for all the vicious and lazy boys and girls of the school, and that it will prove a sort of standing premium on idleness; that pupils will purposely neglect their lessons so as to fail in examinations. To the first part of the charge the answer is, that it is so designed. It will be a "catchall," but not in the sense intended by the objector. The net of the ungraded department will surely *catch all* indolent pupils. Unless they are so taken in they must remain a drag on the regular classes, or pass on to the tuition of the streets. They will do less harm here than in the regular grades. They may be reclaimed to a vigorous study of their books, or, in the event of failure, will pass out. In the sense intended by the critic, the room will not be a "catchall." These children will not, and can not, congregate here and remain disorderly or idle. They and their parents will understand that this is their last chance to enjoy the advantages of school, Bad behavior here will not be tolerated. The knowledge that the only choice is to behave or to leave the school will spur up parents to an attention to their children that nothing else will do.

The ungraded department will be a place desired by idle pupils only in the event of a lazy or indifferent principal or superintendent. The placing of pupils in this department is in his hands and ought not to be subject to any inflexible regulations. Should a boy be found who is striving for promotion to this room, he should be told at once that it may not be. If the discipline of the department be properly administered, it will be the last place in the school to which a disorderly boy, or one addicted to idleness, will wish to go.

It has been objected, that though a good teacher be found — one who possesses the qualities described above — that she can not be retained in the ungraded department, but will be invited to "come up higher." To this objection but one answer can be made. She will stay if she is paid enough to make it an object to do so. If anybody thinks of sustaining such a school with a third or fourth rate teacher, the sooner he abandons the project the better.

It may be a question in some mind that thinks favorably of the plan here advocated, "how large must a school be in order to sustain such a department?" There will be found plenty of work in any school of six or more departments. There is great danger that good results will not be attained by reason of overloading the teachers. Forty pupils should be the maximum, and thirty are enough for the best results. Should the school thin out in the spring, the time of the teacher may be profitably employed to assist in the primary department, which will usually be overflowing at this season.

This, in brief, is the way in which we at Waukesha have been trying to solve the problem, "What to do with the backward boys and girls." I have stated the ends that have constantly been aimed at. The result has been such as to justify the experiment. The suggestions that have been offered are the result of our experience of two and one-half years. Any credit that may pertain to the undertaking is due largely to the school board at Waukesha, and particularly to Hon. W. Bacon, for several years the clerk of the board, while any failure to secure the best results may be charged, not to the idea of ungraded departments, but in a great measure to the principal having the matter in charge.

WAUKESHA, December, 1881.

UNGRADED DEPARTMENTS.

PRIN. WM. E. ANDERSON, MILWAUKEE.

In anticipation of the proposed establishment of ungraded departments in public schools I have drawn up an enrollment of pupils qualified for admission.

The rational way of deciding the plan of organization and the methods of instruction suited to those schools, is certainly to inquire into the nature of the social material for the benefit of which the scheme is recommended. It must be conceded that the exact nature and needs of these unfortunate pupils must be understood before a reasonable hope of mending their condition can be entertained. It is not enough to merely declare that the *graded system* fails to meet the wants of such pupils. What reason have we to suppose that a separate department *will meet their* case? We must know what it is that graded departments fail to supply, and exactly what the *ungraded* departments are to do to make good the deficit.

To ascertain this let us begin an enrollment, and, from a careful examination of the candidates, attempt to answer the above query. The roll shall be a *real* and not *invented* list of boys — boys now alive and just as they are described below, with all their sins upon them. We will however give them the protection of an *alias*.

Albert Artway, 16 years of age. 5 feet 7 inches high. From lower grammar department. Inferior mental capacity. Uses profane language and tobacco. Is dirty in appearance. Transferred for bullying small boys, and using obscene language — also because he is unwilling to perform decently the most simple tasks.

Eddie Washington, 14 years. Considerably overgrown. He is from lowest Third Reader class. Has chronic redness of eyes, nostrils and lips, giving him a repulsive appearance. He is rather feeble minded and is therefore culpable of frequent indiscretions in the school. His teacher finds him an insufferable bear.

Theodore Steadman, 14 years. Physically well organized. From upper Third Reader class. His father is a soldier and is much away from home. Of average mental capacity. Is stubborn and quick-tempered. Has a habit of expressing himself profanely, even to the teacher. He "never gives up." He plays truant after he has run an account which merits punishment.

Frank Callous, 14 years. Large of his age. Below average capacity. Profane and cowardly—lying or promising to mend with equal facility. He confesses, begs off, promises, repents, with such frankness that justice is at once disarmed and disconcerted. He has been, however, three years in his grade, which he has outgrown in everything but the "grade work." His teacher says he will NEVER pass.

Win. J. Marden. 16 years. Large. Serious looking. Exceedingly awkward. Inferior mental capacity. Completely lacking in knowledge of numbers. Reads in a blundering, blustering way, which demoralizes the listening class. Seems to be given up to the study and admiration of the "show art." Play bills, variety tickets, theater advertisements, etc., line his pockets. His father's relation to a newspaper establishment is the means of indulging him in tickets to every show that comes. He avows his intention of becoming a sailor as soon as he can get a place. He has a keen relish for cheap novels, although he is quite unable to read one sentence intelligibly to a hearer. He makes the most deplorable mistakes in Spelling, Reading and Arithmetic, and seems not to appreciate his own genius for blundering. But he can *draw*, and his father has not a doubt that that will make an *architect* of him. His pictures of schooners, full rigged and painted, are splendid. His teacher says he smells of tobacco, and "might as well be out of the class for all he learns." He is transferred for mischievous behavior and disturbing the class.

Dudley Appleton, age 14. This boy's small head, sloping forehead, and squinting and blinking eyes clearly mark him as deficient in both mental and moral capacity. He is nevertheless accepted by the boys as an equal in all their contests of sport, pranks, or boyish quarrel. He seems to be inferior only when he enters the school room. He is the butt of no one but the teacher who can not get him to come any where near the average of the class. His incapacity for instruction is supplemented by an ever active trickery which makes him the pest of the school room.

Theodore Horseman, age 13 years. He is a fairly bright boy, but he is carried away by his passion for horses. His father is a "livery man," and the boy is precociously proficient in the arts by which men have surrounded the noble quadruped. His engagements with

horses and horsemen preclude regular attendance at school. He can use tobacco and "*horse talk*" in a way to excite the envy of ordinary boys. He is a notable truant, for which he is suspended.

More than these seven cases cannot be given now without taking too much space. These are sufficient to indicate some striking features in the task before us.

Where and what are the forces that hitherto have governed the lives of these boys?

Is there any power to mend such boys, when organized in separate schools, which may not as efficiently be exerted in the regular class?

Is a reform to be expected while the pupil is subject to the same outside social influences as before his transfer?

How far may public school teachers be reasonably expected to repair the evils occasioned by bad social environments, parental ignorance and congenital defects?

Can such schools as the scheme contemplates be maintained without the power to compel parents to send their children when they are committed?

What will be the natural results of bringing into one organization the worse elements of school society? We should remember that the conduct of these boys is only under the teacher's control for about one-sixth of their daily lives. Is not the demand for such schools a concession that our public schools are gravely defective?

What grounds are there for the presumption that teachers may be secured able to contend with the concentrated and organized products of bad homes and vicious society, when the average teacher finds their exceptional presence intolerable?

Is it safe to base the experiment in question upon the *presumption* that some illy-defined but all-sufficient qualities may be found in the teacher which will overcome an evil *en masse*, which, in the individual, defies the average public school teacher?

The problem which the advocates of "*ungraded departments*" propose to solve seems to be simply this:

They expect to collect all the black lambs into one flock, and by keeping them together in one pasture shear white fleeces from them.

SELECTED.

PRESIDENT GARFIELD AND EDUCATION.

In *Education* for January is a most admirable and interesting article, entitled, "President Garfield and Education," by Pres. B. A. Hinsdale, Hiram College, Ohio. We wish every teacher in the State would read, and thoughtfully consider, the entire article. Knowing this to be impracticable, we have selected the following extracts to present to the readers of the JOURNAL because of their great suggestiveness, to every person seeking for a worthy ideal of a teacher's work, and striving for high proficiency in that work.

GARFIELD, THE STUDENT.

President H. W. Everest, of Butler University, Indiana, who was a student with Garfield at Chester and Hiram, and a teacher with him in the latter place, has lately given in a private letter this account of his own observations of Garfield as a student. No better analysis can be made, and so I use it in this place:—

"I met him first at Chester. Rooming in the same building, and working for a while at the same carpenter's bench, we soon became intimate. He was a noticeable student, both on the play-ground and in the class-room. We recited Robinson's Algebra together, and belonged to a literary society of our own getting up, called the 'Mystic Ten.' At Hiram I was not classed with him, yet knew much of him as a student, but more of him as a teacher. My estimate is briefly as follows, and for many of the items I remember distinct illustrations:—

"1. His intellections were clear, vigorous, and easy in all directions, but especially so in the languages.

"2. He did not study merely to *recite* well, but to *know*, and for the pleasure of learning and knowing.

"3. It was his main object to master the thought, but the language was retained with the thought.

"4. As study was the easy play of his mind, so to recount and to review his lessons and reading was a frequent pleasure.

"5. He was a master of condensed classifications, so that his memory easily held and reproduced what he had learned.

"6. He had a wide-awake curiosity, which seemed never to be satisfied. A new thing, however unimportant, always attracted his attention.

"7. He had a great desire and settled purpose to conquer, to master the lesson, to prove superior to every difficulty, to excel all competitors, to conquer and surpass himself.

"8. With this desire to conquer, there was found the most generous and exultant admiration at the success of another.

"9. Over all his study he shed the glory of a happy disposition; of youth, hope, and manly courage."

All of these points are well taken, but several of them deserve especial emphasis. He studied to *know*, and for the pleasure of learning and knowing. With this may be connected President Everest's seventh point, Garfield's settled purpose to conquer, to prove superior to every difficulty. His love of victory, over men or things, was the strongest; but it was a love born of the noblest elements. He took no pleasure in a merely personal triumph; but a triumph that was a test of honorable superiority he keenly enjoyed. Here, too, may be mentioned his full appreciation and generous recognition of all men, even though competitors or opponents. His determination to master whatever he undertook, especially to subdue his own nature, is well illustrated by an anecdote. Sitting on a log in the edge of the woods, back of the college building in Hiram, he once said to the companion of his walk,—

"I have made a painful discovery. I have found that my mind needs interest in a subject to incite it to continuous action. The other day, I tried to read through a long bill in which I had no interest; it was merely my duty to read it. My attention wandered, thus revealing a defect in my training. If I cannot otherwise overcome this defect," he said, "I will give up my work, renounce public life, go to Germany, and take a full course in one of the universities. I must be full master of my powers at any cost."

At this time he had been in Congress several years.

His mastery of condensed classification not only aided retention and reproduction, and thus greatly facilitated the process of thorough acquisition, but was of incalculable value to him as a teacher and a public speaker. All members of his classes who appreciated

him, and even those students who simply heard his lectures, cannot fail to remember the advantage that they received from his blackboard classifications. They were a capital feature of all his teaching. Besides, in his oratory, classification is an element equally important with strength of statement and aptness of illustration.

President Everest says Garfield did not study merely to recite well, but to *know*, and for the pleasure of learning and knowing. But Garfield did study to recite well, all the same. He was never indifferent to a recitation, or to any other appearance of his before a class or an audience. Conciousness that he had made a good recitation never failed to give him much satisfaction. Still, he perfectly appreciated that knowledge and training are the ends of study; nay, he recognized no antagonism between good reciting, in the proper sense, and thorough knowledge. The one is an end in itself, and is the necessary condition of the other.

GARFIELD, THE TEACHER.

President Garfield's teacher-life may be divided into three periods: the district-school period; the Hiram period before going to college; the Hiram period after his graduation. He taught district school three terms, in the years 1849, 1850, and 1851.

Years after Gen. Garfield had ceased to teach, and when he had already acquired a national reputation as a statesman, he one day gave a lecture to the teachers' class in Hiram college. It was in this lecture that he related this anecdote:—

"When I first taught a district school, I formed and carried out this plan: After I had gone to bed at night, I threw back the bedclothes from one side of the bed. Then I smoothed out the sheet with my hand. Next, I mentally constructed on this smooth surface my school-room. First I drew the aisles; here I put the stove, there the teacher's desk, in this place the water-pail and cup, in that the open space at the head of the room. Then I put in the seats, and placed the scholars on them in their proper order. I said, 'Here is John, with Samuel by his side; there Jane and Eliza'; and so on, until they were all placed. Then I took them up in order, beginning next my desk in this manner: 'This is Johnnie Smith. What kind of a boy is he? What is his mind, and what his temper? How is he doing? What is he now as

compared with a week ago? Can I do anything more for him?' And so I went on from seat to seat, and from pupil to pupil, until I had made the circuit of the room. I found this study and review of my pupils of great benefit to them and to me. Besides, my ideal construction, made on the bed-sheet in the dark, aided me materially in the work."

The reader can reflect upon this narration at his leisure. Here it suffices to say that a young man who had the ingenuity, patience, and thoughtfulness to carry on such work as this, not to speak of higher capacities, night after night, could not but succeed as a district-school teacher.

His salient characteristics, both as a teacher and as a school administrator, will now be traced out. First, I shall present President Everest's analysis of the teacher:—

"1. He was always clear and certain.

"2. He impressed the main things, but passed perhaps too lightly over the subordinate portions.

"3. He had rare ability at illustration.

"4. He gave more attention to the boy than to the book. He strove to develop the student, not the lesson or science.

"5. He was abundant in praise of success, but sparing of blame.

"6. He inspired his students with a spirit of investigation and conquest.

"7. By frequent and rapid reviews, he kept the whole work in hand and gave it completeness."

His method of teaching combined the technical question, the general question, the topic, and the teacher's own discussion of the question in hand. A critic might have said that the last element was too prominent, that he did too much himself, that he did not so much excel as a drill master and a disciplinarian; but if fruit is the test of method, it would be hard to sustain the criticism. He strove to awaken the student's faculties. He sought to energize or vitalize him. He revealed the world to the student, and the student to himself. He stimulated thought, created the habit of observation and reflection, aroused courage, widened the field of mental vision, and furnished inspiration in unlimited measures. If his regimen was somewhat deficient in the forces that *push* the student, it was strong in the forces that *draw* him.

In his address on "The Elements of Success" will be found this paragraph:—

"I feel a profounder reverence for a boy than for a man. I never meet a ragged boy of the street, without feeling that I may owe him a salute, for I know not what possibilities may be buttoned up under his shabby coat. When I meet you in the full flush of mature life, I see nearly all there is of you; but among these boys are the great men of the future; the heroes of the next generation; the philosophers, the statesmen, the philanthropists, the great reformers and moulders of the next age. Therefore I say, there is a peculiar charm to me in the exhibitions of young people engaged in the business of education."

Perhaps it is needless to say that such a teacher and such a man was very successful as a school administrator. He had nothing of the regulation schoolmaster about him, and he put red tape to small use. He never spent his force on little things. He understood what *was*, and what was *not*, essential to discipline and good order; and he secured the first all the more readily because he was indifferent to the second. He always had a code of printed rules that he expounded each term; he exacted weekly reports of conduct; but his own personality was worth far more than both rules and reports. His management of disciplinary cases was skillful. On one occasion, after morning prayers, he read impressively selections from Prov. vii. He added, ". . . [naming three young men] are expelled from this school." Not another word was said, but the whole made a profound impression. He had unusual power in controlling and influencing bad boys. He did not always make them good; far from it; but he had so much heart and nature, was so free from cant and affectation, that rough fellows who despised a religious profession respected and loved him. Many a boy was thus inclined towards goodness, whom austerity and pretension would have driven to evil.

Boys of promise and ability came to Hiram in the period of 1856-61, as they still do, having meagre ideas of studies and of themselves. They expected, possibly because they had given the matter small thought, to study two or three terms, and then to go back to the farm or the shop. In time, many of these were touched by Garfield's energizing power. Their minds began to open; new

aspirations began to stir in their hearts; and they longed to carry their studies beyond the limits first set. Often these boys had troubles peculiarly their own. Some were poor; some were tethered to home; some wanted courage and self-reliance; some tended to despondency. Mr. Garfield found them out. He remembered his own experience. He seemed to read by intuition a mind that teemed with new facts, ideas, and impressions; that was stirred by a new spirit and power; that sighed for wider and higher activity. These students he aided with his counsel and encouragement. He advised and sometimes expostulated with parents. He took great pleasure in "capturing boys," as he called it; and more than one was saved to himself and to the world by his friendly mediation. A boy who wanted to study, and was poor, called out his full interest.

WHAT MAKES A GOOD TEACHER.

The foremost need in every true or great work is the worker—the man or woman with the will and the wisdom for the task. These two stand for, if they do not inclose, the two great classes of qualifications of the true teacher. The first sums up the personal characteristics; the second embraces the special acquirements.

INTELLECTUAL ACTIVIVTY AND VIVACITY.

Teaching is a mental act, and the higher the teaching the higher the activity involved. The mind which sees nothing in the lesson can teach nothing. The truth must melt and glow in the teacher's thought ere it can flow as molten gold into the minds of the pupils. Some minds awaken quickly and some only with long and patient study, but the teacher must be awake who would awake his pupils. Next to the ardent purpose and fervent zeal, the clear and vivid thought is the highest quality and force in teaching.

It may come from native genius; but it comes most frequently from the stimulating power of a well studied theme. The teacher who is not rich in thought by nature, must study and muse upon his lesson till the fire burns.

A GOOD MANNER.

A teacher is a living lesson, and his looks and actions are visible speech. His character, motives, opinions and feelings are judged

by his manner. This acts as a silent force, attracting or repelling, adding weight or weakness to all he says. Children are severe critics of deportment. They may not understand our speech, but they read with a glance our faces. He must wear a double mask who will escape the judgment of childhood. Let the teacher be what he would seem, and seem what he is.

PRESENCE OF MIND.

A mind consciously present to all that is transpiring in the class, and consciously alert to meet every emergency. The whole man must be present in this encounter, this confronting of teacher and pupils. The keen eye must watch every movement, the quick ear must catch each inflection, the ready mind must grasp every changing mood and movement, and the alert intelligence must meet with fitting word and look each manifestation. Absence of mind in the presence of children is the abdication of all control over them. Here, if anywhere, the true teacher keeps all his faculties about him.

SELF-CONTROL OR SELF-MASTERY.

This means more than presence of mind. It means such a mastery over the faculties and feelings that they cannot be thrown into panic or roused into riotous revolt. Self-control is the first and fundamental condition of controlling others. The teacher ought neither to be forced into mirth, nor driven to a show of anger without his own consent. Offended, surprised, shocked, insulted or amused, he must be able to keep silent except when the calm reason bids him speak, and as it bids. It is the immobility of the Sphinx's face that makes it seem so wondrous strong and impressive. Self-control is the accepted sign of strength of character. It is the safeguard against inner weakness and outer force.

SPECIAL ACQUIREMENTS

Are the teacher's implements; his personal characteristics are the parts of himself. As the soldier without weapons, the mechanic without tools and the farmer without seed, so is the teacher without knowledge, learning, wisdom.

GENERAL KNOWLEDGE.

The teacher should be a fountain — the fuller the better — not to deluge the pupils with a continuous outpour, but to give resource

and power to the instruction. The full teacher teaches easily and with a constant charm. He may say little, but the little means much. The height and force of the fountain head is felt in the tiniest outflow.

Knowledge of the day's lesson is knowledge of the task in hand. Its necessity needs no proof. How shall one walk who sees neither the path nor the end of his journey? The teacher who must learn the lesson and teach it at the same moment, carries double weight. He is like one required to look before and behind him at once. His force is wasted in quick turning and he sees nothing. His general knowledge may aid him to say something, but the lesson of the hour is lost wholly, or is belittled as to give no hint of its real power or richness. The unprepared teacher sits before his class, a spectacle of sorry weakness, when he should have come full of the play of conscious power. Like Samson shorn of his locks, he grinds wearily in the mill.

PICTURESQUE KNOWLEDGE.

Every fact reflects the likeness of some other fact. It is by the key of resemblance that we unlock the door of the unknown, and enter ourselves, or lead in others. The great thinkers, writers, teachers, are always imaginative, picturesque, poetic. They see truth in its many-sided relationships and correspondences.

KNOWLEDGE IN SPEECH.

Men talk plainly about what is plain to them. So the teacher's power over words can only follow power over his lessons and themes. His language will gain in simplicity as his ideas gain in clearness and vivid power. Clear speech is like clear glass, it lets in all the light and heat from without and lets forth all the seeing power within.

If the foregoing shall seem too high a portraiture of the teacher's needful qualifications, be it remembered that their full perfection is not prerequisite to a beginning of his work, for then the world must remain without teachers. Only some degree of each of these qualifications must be possessed — the higher the degree the better the teacher, and the greater his power and success.

It may inspire the reader to a more willing and ardent pursuit of these qualifications, if he notes that they are also the qualities

and acquirements of the highest and noblest type of manhood and womanhood. In describing the true teacher one paints the sublimest type of humanity.—J. M. GREGORY, LL. D., *in Nat. Sunday School Teacher.*

IS IT really possible to so present instruction in an ordinary district or village school that each lesson shall prove a new and increasing delight? Can we make our work so attractive that the dullards shall be awakened, and the pupils become uniformly proficient? Is there anything Utopian in the reports from Quincy? Can we awaken such an enthusiasm in our schools that the truant will forget his play, that idlers will forget to whisper, and the larger sort their beaux and novels? If there is any way of reaching our youth, now so idle and so accustomed to gratifying his appetites and desires, we need it. And we teachers are hindered by our own defective training, so that we must reform both ourselves and our schools. How many of our pupils study from a sense of duty rather than the pleasure felt? How many study because they must? How many more do nothing worth the name study? Still we are book-ridden.

Parents nor teachers nor children appreciate the wealth which nature has in store for eyes trained to observe and hands skilled in favoring. Who shall lead us in the right way? How may we touch the secret springs of children and youthful energy, awake the soul of the harmonies around it, or train the intellect to grasp the truth wherever presented? We have visited many schools and have found all much alike in certain respects. Are these complaints visionary, the effect of a disordered mind, or are they true? Is there a remedy? How can we overcome the blunders made upon us and save our schools? The problem of the wants of our schools and the forces at our command, can we study it out alone? Or is success attained by a strong personal affection or magnetism by which a teacher impresses himself upon his school? These are some of my thoughts in reading your paper; they trouble me. What would I gain by a visit to Quincy? R. T.

Such questions are in the mind of very, very many teachers. They are proper questions. The one who never has such questions arise in his mind may doubt his calling. We believe the "Quincy

method" is but the application of the *principles* of education to the school room. Much would be gained by a visit to Quincy schools, or to any other schools managed on educational principles; go if you can. The three things in the way of progress are: (1) A misconception of what it is to educate a child; as you say, we are "book-ridden." Our schools are "book-mills," our teachers "reciting-posts." (2) Teachers are not prepared to educate in accordance with principles. A city superintendent lately said: "Your views are correct, but how can we carry them out with such teachers?" (3) The parents know nothing of any method but the book method. The Kindergarten has made slow progress on this very account. That the pupil did not learn to read in the Kindergarten, has seemed to them a great waste of time, etc. It is your duty not to stand still, but to go forward. You must have some light or you would not have written as above. *Go towards that light.*

Here is a little of my experience. In my school the pupils felt such an interest that I was obliged to make this rule: "No pupil shall come before 8:30 A. M." And after school was dismissed, it required an effort to get the pupils away; they had almost to be driven away. Why was this? They were taught in a manner that appealed to their understanding; they felt that the teacher was doing them a real benefit; and they were made co-operatives in the work.

Depend upon it, there is a reality in true education. The present plan that stuffs the memory and calls it education must be essentially modified.—*Ed. N. Y. School Journal.*

WHAT VOLCANOES ARE NOT.—"What is a volcano?" This is a familiar question, often addressed to us in our youth, which "Catechisms of Universal Knowledge" and similar school manuals have taught us to reply to in some such terms as the following: "A volcano is a burning mountain, from the summit of which issue smoke and flames." This description, says Professor Judd, is not merely incomplete and inadequate as a whole, but each individual proposition of which it is made up is grossly inadequate and, what is worse, perversely misleading. In the first place, the

action which takes place at volcanoes is not "burning," or combustion, and bears, indeed, no relation whatever to that well-known process. Nor are volcanoes necessarily "mountains" at all; essentially, they are just the reverse—namely, holes in the earth's crust, or outer portion, by means of which a communication is kept up between the surface and interior of our globe. When mountains do exist at centers of volcanic activity, they are simply the heaps of materials thrown out of these holes, and must, therefore, be regarded not as the causes but as the consequences of volcanic action. Neither does this action always take place at the "summits" of volcanic mountains when such exist, for eruptions occur quite as frequently on their sides or at their base. That, too, which popular fancy regards as "smoke" is really condensing steam or watery vapor; and the supposed raging "flames" are nothing more than the glowing light of a mass of molten material reflected from these vapor-clouds. The name of volcano has been borrowed from the mountain Vulcano, in the Lipari Islands, where the ancients believed that Hephæstus, or Vulcan, had his forge. Volcanic phenomena have been at all times regarded with superstitious awe, which has resulted in the generation of such myths as the one just mentioned, or of that in which Etna was said to have been formed by the mountains under which an angry god had burned the rebellious Typhon. These stories changed their form, but not their essence, under a Christian dispensation, and Vulcano became regarded as the place of punishment of the Arian Emperor Theodosius, Etna as that of Anne Boleyn, who had sinned by perverting the faith of King Henry VIII.—*Popular Science Monthly.*

THINK WHILE YOU READ.—The *Teachers' Journal*, in an article on methods of study, reminds the student that the first essential requirement to successful study is the power of concentration of thought! This power is largely a matter of habit and cultivation. Read five pages of history in a lackadaisical manner. Close the book and write out all you can remember. Then compare your production with the printed matter, and you will be able to judge your proficiency. Read five pages more with fixed attention and a resolution to retain the subject, and compare as before.

You will find a marked improvement. If your menory is treacherous read but very little, and always write out the subject. When you hear a sermon or address, hear it, and afterward reduce it to writing. Read no novels, and do not read aloud to please others unless you care nothing for the article yourself. A practiced reader can read aloud for hours and carry on an independent train of thought all the time. This ruins the faculty of study as well as the memory. Dismiss all other subjects but the one in hand. Let the ear be deaf to all sounds, and the eye blind to all sights. Let the sense of touch sleep, and smell and taste be as though they were not. A lesson learned in this state of mind will stay with you, and will not need to be "crammed" again the night before examination. It will be lines carved deep into the rock, or chiseled on the rosetta stone. The other method is the dim tracing of obscure letters in the sand, which the next wave obliterates.—*Scientific American.*

As MANY are interested in manufactured tobacco, we give the following, from a writer in the N. Y. *Independent*, who visited one of the large factories in Richmond, Va., where the best Gold Leaf chewing tobacco is made:

From the strippers-room the tobacco goes to the sorters. This branch of the business is also intrusted to the Negro women, who become so expert that they can tell the quality of the leaf by touch alone. After a certain amount of drying and dipping in various solutions, it goes through the supreme process which makes it palatable to the chewer. The leaves are laid on the floor, not necessarily a clean floor, and then a Negro man, with pants rolled up to the knees, walks backward and forward upon it. As he does so, he pours upon it a solution of loaf sugar, licorice, delicate essences, etc., which, to use a darkey's expression, "are well stomped in by dese two foots." If, while performing this "stomping" business, he desires to spit, the leaves get the benefit of that juice, also; while with his bare feet he kicks them over and over and "stomps" both sides well. The mess is then swept up into a pile and afterward strung on poles and dried.

"Do the men wash their feet before going on the tobacco?" I enquired.

"Well-l— They wash them when they come off," was the smiling answer.

Boys, is it worth your while to make an effort to learn to "chew" that sort of product? Is it any credit to keep up the practice if you have already acquired the habit?

CULTIVATE your language, above all things. We judge whether or not a person is intelligent by the language which he uses. Throw away all slang words and phrases, and let nothing but the purest and simplest words of the English language pass your lips. Be pure in thought. There is nothing that will tell quicker upon your intellectual faculties than base and degrading thoughts. Study the ways of the world, and learn the rules of society. Do not be foppish, but always be manly and dignified.—*Gems of Literature.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. "Are County Superintendents required by law to give official bonds?"

A. They are not. Sec. 701, R. S., provides that "every county officer named in this chapter shall before entering upon the duties of his office * * * execute and deposit his official bond, if any be required, as prescribed by law." The following sections proceed to "prescribe" the bonds required of each of the county officers; but no bond is thus prescribed for the county superintendent.

Q. "Can a school district board sell or exchange cyclopœdias purchased by the teacher with money obtained as admittance fees to exhibitions given by the children?"

A. It must be held that district boards have no such authority. All the powers such boards possess are vested in them specifically by the statutes. They are authorized to buy or sell only such property as the statutes say they may buy or sell. Without regard to the question of ownership in this case, generally stated district boards may buy and hold in custody, but may not sell, upon their own motion, library books or apparatus belonging to the district.

Q. "Can a school district vote at an annual meeting to purchase and give to children in the district, text books, and afterwards vote to recall the books given away, appraise them, and sell the books at the appraised valuation?"

A. While the term used in the statute is somewhat ambiguous, it was, no doubt, the intention to authorize school districts to "furnish" text books for use only in the districts where they were bought and furnished, except by sale; and not to authorize the gift of them in such a sense as to disposess the district of its ownership. Books may be furnished for use without charge for a time, and afterwards, under the authority to make regulations concerning them, recall, appraise, and sell them at a fair valuation.

Q. "Does the removal from the county of the surety upon the bond of a school district treasurer, release him from liability upon the bond?"

A. Removal from the district, town or county does not relieve a surety from responsibility. It might be an occasion for the board to determine the bond insufficient, and for requiring an additional bond, which they have a right to do.

Q. "Is there a law giving a teacher the right to use corporal punishment in this State?"

A. There is no statute which authorizes corporal punishment. Whatever legal sanction this practice has is derived from decisions of courts in special cases, in which the general principles governing the case have sometimes been discussed and determined.

Q. "Has a teacher a right to send a scholar home for misbehavior?"

A. The rules adopted by the district board, a copy of which should be posted up in every school room, ought to determine the right of the teacher in the case stated, if the "sending home" is synonymous with suspension. In the case of no rules being adopted by the board, it would seem to be proper to suspend incorrigible pupils, and immediately notify the parents and the board of such action. But a better way is to confer with these parties before suspending. If by "sending home" is meant forcible expulsion from the building, it is not probable that a teacher would be justified in such an act, as the law provides a remedy for disturbance of a school while in session.

EDITORIAL.

In accordance with the usage which has obtained for many years, Messrs. Whitford & Rockwood, the ex-State Superintendent and his Assistant, have turned over to their successors in office the Wisconsin Journal of Education, and this Journal will hereafter be conducted by the present incumbents of those offices.

It is no easy task to acceptably conduct any publication in these days when knowledge is literally running to and fro and being greatly increased, both in kinds and degree, on the earth; but it must be especially difficult in the midst of exacting and multiplied official duties to manage an educational monthly publication in a manner that will make it acceptable to the varied and diverse classes of patrons from which such a periodical must derive its support in Wisconsin.

That this journal has in the past fairly met reasonable demands in this direction, is proved by the fact of the creditable subscription list which it possesses, and the fact that twenty per cent. of that list have paid in advance, before the issue of the first number of the new year under the new management. How successfully the Journal will continue to merit the approbation and patronage of the teachers, school officers and friends of education in Wisconsin, remains and must remain a question for the future to answer.

But in introducing ourselves to the patrons of the Journal in the new relation to them which we assume with this issue, we are sure it will not be considered egotistical in us to say that we have definite purposes and ambitions relating to the future of this publication, which, if we are able to compass, will commend it to the several classes which have hitherto contributed to its support.

First and foremost we desire that the Journal shall be a helpful adjunct to the common school teachers of the State, and be recognized by them to be such. The great mass of our teachers are of this class; the great proportion of work being done and to be done, is that which is going on and will go on in these elementary schools. There the great majority of our young people will receive all the culture and training intellectually, and much of the moral bent, which will make up whatever fitness for citizenship they will possess. Many of these teachers are young, imperfectly equipped by adequate preparation and needful facilities for their work, and indifferently supported by the counsel, sympathy and co-operation of parents and school officers. They need help. In the way of suggestion, illustration, experience of others, and presentations that shall ennoble and dignify their calling in their own conception, we desire to be helpful to them. But these will be our limitations; the suggestions and illustrations and experiences, must be considered, digested, made use of, not imitatively to any great extent, but as food which after assimilation, shall give the strength, wisdom and tact for better

individual experiences of their own; the presentations must be so admitted to the mind and heart and judgment that these shall be touched and illumined by the great purposes, means and methods of public education. That will be the part of the teacher in this co-operative work of helpfulness.

Secondly, we have a desire that the JOURNAL shall be a practical medium of communication and mutual help for school officers of all grades. The direction and progress of education is largely committed to such as occupy these positions; as they work intelligently, unitedly, persistently, will the work go forward and go rapidly. This can only be brought about by consultation, acquaintance and co-operation. The JOURNAL ought to be an effective means to promote this.

Lastly, higher education should be promoted, encouraged and firmly established in the good will and intelligent conviction of all classes. This good work we want the JOURNAL to help forward. The college and university work of Wisconsin should maintain its present high standing and repute not only, but press forward to greater altitudes and wider influence in producing leaders in the realms of practical science and professional life. Higher, as well as intermediate and elementary instruction, ought to be and is really a very practical thing,—furnishing the citizen for greater, not necessarily higher or more important, usefulness. The delvers in mines, the tillers of soil, the toilers in the workshops, the operators of railroads and navigation lines, are supremely important in this busy, enterprising world we inhabit. So also are the brain workers—doctors, preachers, teachers, statesmen, scientists, etc. In these callings we want no empirics, but men thoroughly furnished by the highest and broadest culture attainable; and the young whose native endowments, whose aspirations and tastes point toward these lines as the way of life, should be encouraged to enter upon the pursuit of a liberal education.

A journal that succeeds in doing very much or even a little in all the directions enumerated must have the hearty co-operation of the active workers in these several departments of a common enterprise. We invite this co-operation most cordially. We are thankful for many expressions of good will that came with dollars in payment of subscriptions. We will welcome any number more of subscriptions, and will deem all efforts to extend the circulation especially emphatic tokens of good will.

WE believe it is the universal opinion of those who attended, that the recent meeting of the Wisconsin Teachers' Association, was one of exceptional interest and profit. President Albee was fortunate in the arrangement of a programme that commanded general approval, and he presided with dignity and ease. The secretary was alert, careful, and attentive, and the railroad clerk of course, was indefatigable in getting and giving information and repeating it upon call.

The papers read were carefully prepared, designed to provoke thought, and elicited discussions of more than usual interest and ability, which were participated in by men who ought to make themselves heard more frequently in the gatherings of this character.

The paper read by Mr. Miller, which we publish in this number, was challenged at every point, not in the spirit of cynical criticism, but of such as realize the weak points in our graded school system, are anxious to find a remedy for defects, but cautious lest the remedy hastily prescribed, prove more objectionable than the evil to be removed. We publish a communication from Prin. W. E. Anderson, which indicates the direction the discussion took, in one of its phases, and how strongly this view of the objection to Mr. Miller's plan took hold of such as held it. But it seemed to many, and we confess that we were of that number, that Mr. Miller fairly answered the objections raised, by insisting that it was easier to find *one* teacher with the requisite versatility and adaptation to the needs of the situation, than to find a half-dozen; and further, that the great feature of an ungraded department, was the facility it afforded for individual attention that may be given to the pupils therein. But the whole subject is one of great importance, and worthy of careful study.

Pres. Bascom, in a most concise and forcible manner, presented the matter of pedagogical instruction in higher institutions. After clearly and fairly outlining what such instruction should include as a minimum scheme, he argued that neither the university nor colleges could add such a course without 1st., lengthening the time of the present course one year, or, 2nd., drop some studies now included in the course. The latter, he insisted would be to lose more than would be gained, and the former is entirely impracticable, in the present state of educational sentiment in this country.

Pres. Stearns, in presenting a plea for some measure of professional work among a class of young people who, for a longer or shorter period, engage in teaching, and scholastically are highly qualified to teach in the higher class of schools, and become leaders in educational thought and practice, recognized the difficulties set forth by Pres. Bascom, but nevertheless, insisted that the very vital principle of self-preservation, to say nothing of healthy growth and increase, should impel these institutions to do *something* in this direction. At least they might give instruction in the history of educational theories, that would save amateur teachers from much experimentation in matters which experience had vindicated or condemned, and also promote definiteness and clearness of conception of the ends to be reached, which would be the very best substitute for experience in teaching under criticism possible, and no mean guaranty for the very best methods; for method, after all, must be the product of the individual, the process by which an earnest spirit would seek to form a human soul.

This discussion was extempore, marked by great ability, and held the interested attention of all listeners. It was closed by Supt. Lunn, who deprecated

the introduction of any merely formal or sham course of this character, in any institution. The interests at stake were too important, whether as related to the present or the future. Rather than to have the University or the colleges undertake what could be only half done, he would prefer to have one of the Normal schools converted into a Normal college, under the administration of the ablest faculty attainable, and gather therein the graduates of colleges and high schools for professional instruction.

We very much regret that we are not able to present our readers this month the excellent paper read by Prof. O. T. Bright, of Chicago, upon "Methods of teaching English language." The manuscript was requested for publication, but it has not come to hand.

What farther we would say regarding the meeting of the Association, is so well said by Prof. Hutton, in a communication to the *Grant County Witness*, that we transcribe it here. After speaking of the paper by Mr. Bright, he says:

"Miss Elizabath Bright, of Madison, conducted a class exercise in language, with a class of bright six-year-olds. Miss Bright's exercise showed how to teach the correct use of a and an, this and that and their plurals, the plurals of nouns in common use, and of the personal pronouns. She had a table upon which stood the material used in the exercise,— apples, oranges, fans, inkstands, etc. As Father North pointed out, Miss Bright's class gave first, the thing, second, the thought, and last the words. We have had nothing so valuable in this line in recent years, except, perhaps, Miss Brayman's exercise at the summer meeting of 1880. Why can't we have more in the same line? An ounce of showing is worth a pound of explaining, and a little doing is worth a great deal of talk.

"What makes the talks of State Geologist Chamberlain so delightful? the man, the theme or the manner? All together, perhaps. "How the schools can best utilize the results of the Geological Survey," was his theme. He talked looking at his watch, so as to stop in time for his train. No manuscript. A few notes, upon which he did not seem to depend in the least, and yet the right words seemed to drop unbidden from his mouth. There were many listening to him who wished they knew his secret.

"Just now there seems to be an era of good feeling in our educational world. The old questions about which the pedagogues used to wrangle with blood in their eyes, seem to be settled, and the old straw that has been threshed over and over again, seems to have been disposed of. There was a good deal less in the line of Fourth of July oratory in praise of our "glorious school system," and a good deal more in the line of thoughtful, earnest questioning whether our public schools as now organized are doing the most and the best for the children and the youth of the State. Perhaps Richard Grant White and Gail Hamilton have not lived in vain."

The annual meeting of the Association, well be held in Beloit, in July next.

NOTWITHSTANDING the very explicit decision of the State superintendent, published in the December issue of the JOURNAL, that whenever a legal holiday falls upon Sunday, the Monday immediately following is a legal holiday, we have received a score or more of letters asking the very question so plainly answered.

This proves that a large number of teachers and school officers either do not take, or do not read if they have, the JOURNAL OF EDUCATION. The official department alone is worth the subscription price of the JOURNAL to any teacher, officer or patron of our schools, and we hope to add a large list from these classes to our books very early in the year.

We allude to this matter in order to say a word about another class of questions that come to the State superintendent which have relation to that mentioned above. For instance, if a teacher keeps school upon a legal holiday and loses a day by sickness or other cause, whether the latter may be offset by the former. School officers and teachers have written, asking this and similar questions, indicating no little irritation over demands on the one hand, and refusal to accede on the other. What we want to say is that the sooner all teachers learn to recognize and acquaint themselves with the legal aspect of their business the sooner will all like causes of unpleasant disagreement disappear.

Take the question cited for an example. The law provides that school districts, in order to participate in the benefits of the state school fund, must maintain five months or one hundred days of school. Suppose the district has arranged for one hundred days, including legal holidays occurring during the term of school. Manifestly the legal holiday upon which school is in session cannot be counted twice, and if allowed to be offset by a day when no school was kept, which was not a legal holiday, then the district would maintain a school but ninety-nine days, and forfeit its share in the apportionment. In any case such things as have no legal sanction, but depend upon the comity of school officers, should be matters of the most friendly conference between the parties in interest, and it should never be forgotten that officers are expected to administer their trusts in exact accordance with the provisions of law. When such questions as these arise, and are contended about, we get the impression that the teacher, unconsciously, perhaps, is insisting upon concessions for personal convenience in a way which greatly weakens conviction of supreme interest in the work itself, which is so essential to success in any calling. And the very best way to secure courtesies is to secure good will by recognizing rights and responsibilities of employees, and becoming exceedingly helpful to them in their unpaid and often thankless efforts to meet them.

WE are greatly pained to learn of the death of Miss Mary A. Kelly, which occurred December 30. Miss Kelly at one time taught in the public school at Janesville and afterwards at Edgerton. When the faculty of the Normal

School at River Falls was organized she accepted the position of principal of the intermediate department of the model school, and brought to the work so large a measure of intelligence, enthusiasm, tact and devotion, that the department was marked by high excellence from the beginning, and increased and increasing interest to the end of her administration. Her uniform kindness, cheerfulness, and dignified womanliness, won and held the good will, respect and confidence of pupils, parents, associate teachers, employers and acquaintances. Her good health and apparently strong constitution gave promise of a long, active and useful life. The atmosphere of her own loved home had thoroughly inspired her with home life as the ideal life of comfort and happiness. In connection with another lady teacher and devoted friend, she had built a neat and tasteful cottage in River Falls, and made it a model of brightness, taste and comfort as a home. In this she delighted to welcome and entertain kindred spirits, without ostentation, but with genial hospitality. Her aspiration was to excel. In correspondence with a friend a couple of years ago she said, in substance: "I am in doubt whether to press on toward a higher line of work or to strive for higher excellence in the work I am now doing. If I continue in this work I want to be the very best intermediate teacher in the State." That reveals the key of her life. But alas! how soon the sphere of activity is greatly changed. The places that have known her will know her no more. The insidious attack of acute disease of the lungs prostrated her. Partial recovery and resumption of work gave brief hope of returning vigor, but soon gave place to doubt, fear, death. A resort to Florida some two months since resulted only in a brief sojourn and then death, among strangers, no doubt longing for the restful ministrations of home and kindred. Friends she would have anywhere. A brother hastened to Florida to bring her body for burial beside the dearly loved sister whom she tenderly nursed and then lost only a few brief months before.

This tribute to the departed comes from the sincere regard born of official and friendly relations existing for years, dating from the acquaintance formed on the journey to River Falls upon the occasion of her entering upon her work there. But we have written for the living. Miss Kelly had no extraordinary natural gift or early advantages. But she had a high ideal, and a consecrated purpose to "press toward the mark." These the humblest teacher in the land may have, should have.

THE many friends of Prof. Chas. H. Allen in this State, where he so long lived and labored, who have heard the rumors of his retirement from the Normal School of California at San Jose, on account of difficulties growing out of a case of discipline in that school, will be glad to learn the facts of the case.

The mother of a young lady pupil was requested to withdraw her daughter from the school. This gave great offense, and the friends of the young lady

made repeated and exasperating attacks upon Prof. Allen and the management of the school, through the press and otherwise. After long forbearance Prof. Allen prepared a statement of the whole matter, which, after approval by the entire faculty, was published. Upon this an action for libel was predicated, and upon trial of the issue the jury returned a verdict for the pupil, assessing damages at $1,000. Prof. Allen immediately tendered his resignation as president of the school. A petition numerously signed by leading wealthy and influential citizens indorsing Prof. Allen in his ability and management of the school, and asking that he be retained at an increased salary, was presented to the board of trustees. A meeting of the board was held, resolutions passed unqualifiedly approving the course of Pres. Allen in his management of the school, and setting forth his achievements and high repute throughout the State, and unanimously refusing to accept his resignation. Pres. Allen in response said: "You, gentlemen, are the ones who ought to know. I will be content to administer the laws of the school for the present at least, but should you at any time think that I am in the way of the success of this school, you hold my resignation in your hands."

We gather these statements from a long article in *The Polaris*, published in Oregon, where Prof. Allen taught upon his first visit to the Pacific coast.

THE supreme court of this State has recently passed upon the question of the constitutionality of the act of the legislature conferring authority upon the State Superintendent to hear and decide upon cases affecting school interests, and making his decision final. The question came before the court in the case of an appeal by a party in Green county, aggrieved by the action of the State Superintendent in reversing the action of a town board of supervisors which had changed the boundaries of the district. The court decides the law constitutional; that the superintendent, by the law, is clothed properly with authority to decide upon matters that vitally affect educational interests of individuals and communities; that the superintendent may prescribe rules for determining manner of hearing appeals; that the rules made by the superintendent are wise and just, and the proceedings in the case before the court were conducted in accordance with law and the rules prescribed, and the descision is in accordance with the evidence and in the interests of public policy. The court announces the doctrine, that in the case of a writ of *certiorari*, as in this instance, it is the province of the court to inquire whether common law or personal rights have been impaired or denied, and for this purpose may look into the evidence in the case of record, but not for the purpose of correcting alleged errors of judgment upon the facts. In that matter the decision of the State superintendent is final.

The opinion is by Justice Orton.

DO NOT fail to read carefully the first two articles, in "selected" department.

WE find in Baraboo and Kenosha papers, notices of the opening of Kindergartens in each of those cities. These we suppose are private enterprises at present, but are surely forerunners of the rapidly approaching era of such institutions in connection with the public school system in all of the cities of any considerable size in our State. The old method of dealing with the youngest of our school population is rapidly passing into disrepute, and rightly so. We notice also, that a traning school for kindergarteners has recently been opened in Chicago by Mrs. Putnam and an associate. This, too, is a movement in the right direction. Not every one who deprecates the old, is qualified to take up successfully this new work with children. The greatest obstacle now in the way of rapidly multiplying successful kindergartens in this State is the lack of trained and skillful managers. Public sentiment is ripe for the work in many places, but the workers are few.

THE present season seems to be one marked by the great number of teachers in our State who are marrying and being given in marriage, judging from the reports that reach us of such events, transpired and premeditated. It is well. It doesn't require great discernment to discover that good teachers are admirably qualified for making the very best of wives and mothers — that is that kind of teachers that are solicited in marriage have these qualities. We testify from personal experience — we mean about the qualities, not about the discernment. We wish them all much joy, and pass over to them the benediction of a good deacon more than a quarter of a century ago, upon our own wedded life, "always a full crib, and frequently a full cradle."

OUR exchanges contain notices of meetings of Teachers' associations in Sauk, Pierce, Dunn, La Crosse, and perhaps some other counties. The subjects discussed seem to be unusually judicious in character, relating to live questions of vital interest to the success of school work. Next to the institute we regard the local association as best adapted to awaken and maintain professional spirit and growth. Teachers do not wait for your overworked superintendent to move in this matter first, but organize, and then arrange for his presence and help whenever practicable.

THE great demand upon thought and time, necessarily incident upon assuming new duties, and getting in hand the various lines of work demanded by these, have prevented the issue of the JOURNAL at as early a date in the month as we hope to observe in the future, and also the organization of the several departments as we may ultimately desire to have them. Of course none of our readers would be happy if they thought the present was the very best number they would receive during the year.

WE are requested by the Secretary of the State Board of Charities and Reform to state that he will be glad to furnish any school district, which has a library, with sets of the annual reports of that Board, upon application of the clerk or of the teacher of the school, free of cost. Any such desiring to secure the forthcoming report for the last year can secure it by addressing a request by postal card to the Secretary, A. O. Wright, Madison, Wis.

EDUCATIONAL MEETINGS.

THE MEETING OF THE ASSOCIATION.

The Semi-Annual Session of the Wisconsin Teachers' Association was held in the Senate Chamber, Madison, beginning Tuesday evening, December 27, 1881.

Called to order by Pest. G. S. Albee, who, after a few remarks, introduced the speaker of the evening, the Rev. Kerr. C. Anderson, of Oshkosh. Mr. Anderson read an interesting address in which he reviewed the history and philosophy of education.

From this review he drew two inferences:

First, That the schools of the state must teach "ethics."

Second, That the schools of the state must teach "religion"—a religion broad enough for all.

The address was well received. After announcements regarding the programme, the Association adjourned.

Wednesday, Dec. 28, called to order by President Albee, at 9 A. M.

State Superintendent W. C. Whitford offered prayer.

Principal A. A. Miller of Waukesha read a paper entitled "Ungraded Departments in Graded Systems."

He showed the need of such a department for those who, on account of sickness, laziness, incapacity or non-attendance are not able to do the regular grade work. His experience of the two and one-half years with such a department at Waukesha, convinces him that the department is successful in helping those who lack in capacity, as well as those who attend but a part of the time. And that it relieved the regular grades of those who would otherwise prove detrimental.

In the discussion which followed this paper, Superintendent R. W. Burton, of Janesville, claimed that the graded system is responsible for many educational wrecks. That a large class of well meaning pupils were continually changing from school to work, and from work to school. Thus interrupting grade work until they finally fall back or out. Usually the latter. He showed by reading from the reports of Superintendents, that these departments have been successful in Chicago and Syracuse. Mr. Burton suggests the utility of night schools for doing the work of such departments.

Principal W. E. Anderson, of Milwaukee, doubts the qualifications of the average teacher for such a room. The graded system ought not to be inflexible. Bright pupils will take care of themselves.

Principal W. A. Beach, of Beloit, states that ungraded pupils are encouraged to take so much of the regular grade work, as health or opportunities permit. Taking two years, sometimes, to do the work of one.

W. H. Chandler suggests the incongruity of the various classes relegated to this department. In one sense, it is a degradation.

Principal Miller in reply, states that he has found no difficulty arising from putting the good and bad together. The discipline has been such, that bad boys are better restrained. The majority improve in conduct. Many have returned to their grades, twenty-nine to their former classes; five are one year in advance of their former class, and one is two years in advance. Those who can attend but a short time, pay special attention, if they wish, to arithmetic and writing.

He again emphasized the good effect upon the rest of the school.

Principal A. F. North, of Pewaukee, questions whether it would not be well to ungrade all rooms.

Mr. Chandler asks "How do the pupils look upon it?"

Mr. Miller states that at first, pupils and parents objected, but that this feeling soon wears away.

Mr. Burton thinks that laggards are not sensitive and might as well be dropped from grade to grade. This department better serves those who attend but a few weeks or months each year.

Mr. Miller does not use the department for the correction of truancy. Looks after that himself.

Superintendent L. D. Harvey, of Sheboygan, thinks that the ungraded department meets the requirements of large numbers in our manufacturing towns. That its effect must be good upon the rest of the school.

Professor T. B. Pray, of Whitewater, thinks that Mr. Miller has been unusually successful in finding a teacher for that department. What could not such a teacher do with the same pupils in regular grades?

Principal Lewis Funk, of Bay View, thinks that the character of such a department depends upon the material. Would make grade work more flexible and liberal; would give the grade teacher more time for individual attention.

G. J. Schellenger, of La Crosse, thinks that the tendency would be to rid the schools of the vicious element.

General Bintliff questions the desirability of associating the dull, the vicious and the backward pupils in one room or school.

Never say "You are a bad boy," continually appeal to the better impulses.

President W. D. Parker introduced the following, and moved its adoption:

Resolved, That a committee of three be appointed to take into consideration

the educational needs of all classes of children in the state. And that such committee is directed to report at this meeting.

The resolution was adopted, and the chairman appointed Superintendent elect, Robert Graham, President W. D. Parker and Professor Alexander Kerr, such committee.

Professor O. T. Bright, of Chicago, then read a paper entitled "Methods of teaching English language." After which Miss Elizabeth Bright, of Madison, proceeded to illustrate the methods suggested in the paper, with a class of ten children. She gave them a drill in the use of "A" and "An," using objects from the table and the parts of face and body. This was followed by a similar exercise in the use of "This" and "That," "There is" and "There are." The use of sentences bringing in plurals of nouns, pronouns, adjectives and verbs, using objects in every case. The children made sentences to illustrate the use of the adjective and adverb, and used words alike in sound but unlike in meaning, in sentences at sight. They also used the principal parts of irregular verbs in sentences suggested by the act of teacher or pupil.

W. H. Beach opened the discussion of this subject by stating that the saddest recollections of his school days were those of English grammar. Knowledge of language must be acquired by the use of language. Talking exercises may begin very early. Not long at a time but several times a day. Pupils should begin to write soon, using simple sentences, such as they use in conversation. Writing letters and business forms, quite practical.

Principal A. R. Sprague, of Racine, approves the paper and class exercise. Why have we not done this work before.

Professor Swiler, of the Delevan Institute, notices that teachers of speaking schools are beginning to use methods that have obtained in deaf and dumb schools for years.

Principal W. E. Anderson approves paper and exercise. Thinks them very helpful, full of useful hints. We have lost sight of the natural methods which these teachers so perfectly follow. He considers correct speaking of more importance than correct writing. This teacher counteracts the bad use of home and associates.

W. H. Chandler thinks that we should not miss this point. That exemplification is necessary to fasten a theory in the mind of a child or teacher. We must magnify exemplification. The ideas underlying this exercise are adapted to every grade. The method is capable of endless growth. Language, as here exemplified, is an invaluable general exercise.

A. F. North thinks this to be the true key note of all teaching. The thing before the word.

Superintendent Harvey asks, "How do we propose to exemplify this work to our teachers?

Mr. Beach wishes to emphasize the fact that pupils must be trained to think upon their feet.

Mr. Spragne introduced and commended Mr. Bright's manual for teaching language by this method.

Mr. O. U. Wagley moved that Mr. Bright's paper be requested for publication. Carried.

Mr. Anderson moved that Mr. Miller's paper be requested for publication. Carried.

Invitations to attend the meeting of Superintendents and of the Academy of Sciences were received.

W. D. Parker inquired regarding the future of the WISCONSIN JOURNAL OF EDUCATION. Superintendent Whitford announced that Superintendent elect, Graham, and his assistant, W. H. Chandler, were to continue the same.

On motion adjourned.

Thursday morning, Dec. 29. Called to order at [9 A. M. Opened with prayer by W. H. Chandler.

After announcements by railroad clerk, the following telegrams were read:

SPRINGFELD, ILL. Dec. 29, 1881.

To Secretary Wisconsin Teachers' Association:

The teachers of the Prairie State send greeting.

A. C. COURTNEY, *Secretary Illinois State Teachers' Association.*

LANSING, MICH., Dec. 29. 1881.

To the Secretary Wisconsin Teachers' Association:

The teachers of Michigan, four hundred strong, send greeting and good speed.

O. D. THOMPSON, *Secretary Michigan State Teachers' Association.*

On motion, the secretary was ordered to acknowledge the same in fitting terms.

Mr. Chandler then spoke of the relations of the association with the WISCONSIN JOURNAL OF EDUCATION. After brief remarks by several, W. D. Parker introduced the following resolution, which was adopted.

Resolved, That the relations of the Wisconsin Teachers' Association to the JOURNAL OF EDUCATION, be referred to the executive committee with power to act.

Mr. Beach then read extracts from a recent editorial in the Chicago *Inter Ocean*, regarding the American educational system. Showing the lack of industrial and business training. This he followed by remarks of the same tenor, bringing in the subject of School Savings Banks, and introduced the following:

Resolved, That it is the duty of all teachers to promote the knowledge of the practical affairs of life, the observance of the principles of true economy, and to encourage a healthful spirit of enterprise. That as a means to this end, we deem it expedient to encourage the establishment and support of School Savings Banks. Believing also that this will be a means of securing better and more intelligent habits of thought and life.

Mr. Merrill, of Beloit, opened the discussion by referring to the School Savings Banks of France. He read from French official reports, and gave the details of their operation, together with interesting descriptions of ap-

paratus and methods used in said schools. Gave a brief description of the British Postal Savings, which has been in operation since 1861; and stated that Postal Savings Banks have also been adopted in France, Belgium, Italy, and Japan. Mr. Merrill concluded by hoping that Wisconsin may take the lead in establishing School Savings Banks.

After remarks by Mr. Chandler, Mr. Parker and others, the whole matter was referred to the following committe: Alexander Kerr, W. H. Chandler, W. H. Beach.

Professor Graham then read a report from the committee on ungraded departments. After remarks by A. O. Wright, W. E. Anderson, O. S. Westcott, A. A. Miller, W. H. Chandler, A. Kerr, W. D. Parker, J. W. Stearns and others, the subject was re-committed for further report.

Professor Graham then read a paper—"Important lines of future work."

The committee on ungraded departments again reported recommending the adoption of the following:

Resolved, That the Wisconsin Teachers' Association deems it prudent to encourage the organization of ungraded departments in town and city schools.

Resolved, That the Wisconsin Teachers' Association earnestly recommends the establishment, by law, of a state school for feeble minded children.

On motion these resolutions were adopted.

H. D. Maxon, of Milwaukee, presented the matter of spelling reform, calling attention to the Phonetic Teacher.

A. O. Wright, Secretary of the State Board of Charities and Reform, called attention to the State reports, urging teachers to procure them for their school libraries.

The morning session closed with a paper by W. H. Chandler, entitled "Signs of the times."

Adjourned.

Thursday afternoon. The afternoon session opened with an address by President Bascom entitled "Pedagogial Instruction in Higher Institutions."

The University can not do much in teaching school management, on account of the different surroundings. Can better give lectures on the theories of school management, government, and instruction. Lack of time prevents very much being done. We must grow to a five years course when didactics can be given a place commensurate with its importance.

President J. W. Stearns opened the discussion by stating that higher institutions must lead in educational matters. Can they not do a little professional work for the teacher? Methods that do not grow out of sound philosophy are dead methods. The method must come out of the man. Out of his clear conception of what he wishes to accomplish. Higher institutions must teach the philosophy of teaching. They can also present the history of educational theories.

Superintendent J. T. Lunn thinks that a course of training in pedagogics is not practical for all students in the University. The number in each institution who ought to take such a course is small. A knowledge of the phi-

losophy and history of education will not make a successful teacher. He would require graduates of higher institutions, who wish their diplomas countersigned, to attend a Normal school for at least a part of the course.

The discussion was interrupted that Prof. Chamberlin might be able to present his exercise before train time.

Professor Chamberlain announced that Vol. IV, of The State Geological Survey, is about ready for distribution and that Vol. I will be in the hands of the printer by March 1st.

He then addressed the Association upon the topic "How the Schools can best utilize the results of the Geological Survey."

First, for class use in Geology.

Second, use in the study of Geography.

He would use the method of inquiry. Why are the State boundaries as they are? Why is Lake Michigan where it is? Lake Superior? The Mississippi River? Why does the Wisconsin river take its present course? Why turn as it does in Sauk county? Inquire as to cause of minor curves. The same with the course of the Chippewa, St. Croix, etc. Recommends a study of the interior lakes; the distribution of marshes; the distribution of railroads; and the study of local resources.

Superintendent Whitford next spoke upon "Educational progsess in Wisconsin." He referred to the additional school funds, and the rapid increase of schools caused by the settlement of the forest region. He also called attention to the stability of school interest. The general prosperity of University, colleges, Normal schools, High schools and Common schools. Of the advanced High school sentiment; the constantly increasing attendance; the great attention to school sanitation; and the graded system for Common schools. He spoke of State tax, township system and county superintendency, as questions approaching solution.

After a few announcements a motion to adjourn prevailed.

At a meeting of the Executive committee it was decided to hold the summer meeting at Janesville, July 5, 1882.

G. S. ALBEE, *President.*

EDWIN R. SMITH, *Secretary.*

ANNUAL MEETING OF CITY AND COUNTY SUPERINTENDENTS,

Held at Madison, Wis., Wednesday Afternoon, Dec. 28, 1881.

Convention called to order by C. E. Buell, chairman of the Executive Committee, and State Superintendent Whitford chosen chairman and Supt. Henry Neill, secretary.

The roll being called, the following superintendents were found present:

State Supt. W. C. Whitford; Assistant State Supt. S. S. Rockwood; R. W. Burton of Janesville; L. D. Harvey, Sheboygan; Henry Neill, Columbia; J. H. McDonald, Crawford; C. E. Buell, First District, Dane; F. O. Burdick,

(elect), ditto; John T. Flavin, Dodge; Ed. McLaughlin, Fond du Lac; Charles L. Harper, Grant; D. H. Morgan, Green; John Rielley (elect), Milwaukee; John A. Leith, Outagamie; Betsey M. Clapp, St. Croix; Elizabeth Dwelley (elect), ditto; Jas. T. Lunn, Sauk; Wm. Sommers, Shawano; John Howitt, Waukesha; A. F. Warden, Sheboygan.

Supt. Whitford called Mr. Buell to the chair *pro tem.* while he read a paper entitled, "The Superintendents' Relations to the School Houses and School Grounds." He reviewed the exposed site of many of these grounds and the dilapidated condition of the buildings, but spoke encouraging language of the renovation in these houses taking place throughout the State at the present time, and of the agency of superintendents in the matter.

Following this came the "Report of the Committee on Proposed Legislation," Supts. C. E. Buell, B. R. Grogan and Betsey M. Clapp.

The report urged effort to secure provision by law:

1st. An educational qualification for eligibility to the office of county superintendent of schools.

2nd. A minimum salary for county superintendents equal to that paid principals in the best schools in the district of the respective incumbents.

3d. A change in the time of electing county superintendents from fall to spring, and the time of entering upon the duties of the office.

Supt. Neill opened the discussion on this paper by approving the main features of it, but thought it too Utopian for the sanction of our legislature. He believed the incumbents of this office should be possessed of the necessary qualifications for one of the present State certificates; that the term should be four years, and not subject to re-election; that it should not be an *elective* office, but the incumbent appointed, say by the county board of supervisors, and the salary such that the place would be desirable to properly educated men. The *political* or *elective* feature he considered the great bane of the system.

Supt. Flavin while dissenting from the main features of the report agreed with the last speaker that the *elective* phase was the greatest evil in the system; placing the *appointing* power in the hands of the county board would not entirely remove it from politics. He moved that the report be re-committed, which motion prevailed.

Supt. Burton's paper on "State Tax for the Support of our Common Schools" was then read, which paper went to prove that the tax was endorsed by public sentiment, though Wisconsin was not doing enough in this direction. Taxation was very unequal in this State, verging to unconstitutionality — the remedy a State Tax. Quoted from the June number of the Educational Journal to substantiate his views — thought the expressed opinions of our leading educators were not listened to on this point, and believes that agitation of the subject should be resorted to in every conceivable way.

Supt. Whitford spoke earnestly in support of the measure, referring to his report of a year ago and the reasons of his failure to secure any legislation

on the subject last winter. Members from the oldest settled portions of the State show the greatest opposition. Superintendents and leading teachers should combine their influence in its behalf.

Supt. Buell's opinion was to the effect that the northern or poorer counties would be benefitted by it without materially changing the burden of taxation in the wealthier counties.

Next followed a paper on "Certificates Without Examination" by Supt. J. T. Lunn. He thought the practice due principally to laziness, or in the case of higher certificates than third grade to the desire of incompetent superintendents to evade exposing their ignorance to applicants. Thought, however, that there were justifiable instances in which certificates might be so granted, but there was no legal sanction for it. Believes that renewing the certificates of about twenty-five per cent. of the best of the teachers after successful experience would induce teachers to work up to a higher standard, and that superintendents ought to be allowed to indorse the diplomas of Normal School, University and College graduates.

Supt. Flavin thought a judicious exercise of common sense and judgment in such cases ought to receive the sanction of the law through the consent of the State Superintendent.

Hon. W. H. Chandler believed the legislature would pass the necessary enactments if called upon, as the notions of the system were crude when first adopted, and had been little changed since.

Supt. Harper did not believe in *indorsing* certificates from other counties, but thought legislation necessary, under safe restrictions, to grant superintendents the power to renew certificates or recognize the *diplomas* of graduates. In response to his question, "How would a superintendent determine the best twenty-five per cent. of teachers in a county?" Mr. Marsh replied, that "it could be done by taking notice of that percentage above a certain standard in examination and watching whether or not they made successful teachers afterward.

Supt. Harper believed in regular examinations, as it kept alive a wide-a-wake, active, progressive set of teachers.

"Should the Annual School Meeting be Held at an Earlier Date? Why?" was the subject of a paper by Supt. D. H. Morgan. He supposed that it was held in September more for convenience than anything else. Would be better for school boards and teachers, he thought, if held in July.

Supt. Harper approved of holding the annual district meeting about the time of spring election (April). In this way the new district officers would have time to become acquainted with the school work and the teacher, and thus secure the services of better teachers.

Supt. McLaughlin believes that an earlier date would give better opportunity to prepare for three terms of schooling in the year, and also to re-engage old teachers, if satisfactory, or if not would give the latter a chance to secure another school for the coming year.

Supt. Neill moved that an executive committee of three be appointed by the chair to serve for the ensuing year, which motion prevailed. The chair appointed the following members on the committee: Jas. T. Lunn, R. W. Burton and John T. Flavin.

On motion Convention adjourned *sine die.*

W. C. WHITFORD, Chairman.

HENRY NEILL, Secretary.

NOTES.

SUPERINTENDENT HARDY will organize a teachers' class at the beginning of the present term in the La Crosse High School.

COMMISSIONER HIXON was chosen president of the board of education in La Crosse for the ensuing year, at a recent meeting of that body.

H. D. HATCH, a graduate of the Normal school, at Normal, Illinois, takes the place of W. J. Showers, county superintendent elect, as principal of the school in Trempealeau.

PROF. L. C. WOOSTER, late of the Whitewater Normal School, goes to New Haven to take a special course in the Sheffield Scientific School. He expects his family to join him there in a short time.

PRES. PARKER writes that the Normal faculty at River Falls have one hundred and forty pupils to instruct this term, and advices from Platteville say that sixty applicants were under examination for admission, and the attendance is full in all departments.

MISS BETSEY M. CLAPP went to Warren on Monday evening, Jan. 1st., to commence teaching on Tuesday. We congratulate the people of Warren, while only regrets are expressed here at the change which takes her away from us.—*North Wisconsin News.*

THE city of Ripon is completing a new high school building that is an ornament to the city and a credit to the enterprise of the inhabitants. It is three stories in height, built of Milwaukee brick, and tastily ornamented. The style of architecture is semi-gothic. From the basement up it is substantially and thoroughly built.

THE latest advices from Miss Mary Brayman, principal of the primary grade of the model department in the Platteville Normal School, who has been absent in Europe and the East since July, are of date December 17, at which time she was in Cairo, Egypt. Miss B. proposed to visit some of the noted schools of Prussia, sail for New York about January 12, and resume work in her school in February.

THE *Polk County Press* says: State Supt. WHITFORD and assistant ROCKWOOD closed their labors as editors of the Wisconsin JOURNAL OF EDUCATION, with a few sensible and pertinent remarks concerning that publication. Wisconsin teachers should by their efforts and encouragement make the JOURNAL one of the best in the country. They can do this and no teacher in the State can afford to work without it.

THE county board of supervisors of Sheboygan county last year granted the teachers of the county fifty dollars for the purpose of assisting the organization of a Teachers' Library Association. Last winter was a very stormy one; after repeated attempts, such an association was organized, but the continued storms prevented any subsequent meeting. The money is still undrawn but we hope the teachers will see fit to perfect such organization.

MISS AGNES HOSFORD, ex-superintendent of schools of Eau Claire county has accepted a position in the Normal school at Whitewater, for the remainder of the school year. The teachers of Eau Claire united in purchasing and presenting to Miss Hosford, as a Christmas present a full set of Dickens's works, and two statuettes, "Science," and "Art," as a token of their appreciation of her helpfulness during the six years of her incumbency of the office of county superintendent of schools.

THE neatest device for a calendar for 1882 that we have seen, is that issued by Messrs. Ivison, Blakeman, Taylor & Co. Upon the reverse of the cards is a very great amount of information upon a great variety of subjects, that is likely to be neeeded almost every day, by different classes of people. The calendar itself is ingeniously arranged in colors to tell a good many things not expressed by words and sentences. We do not suppose they publish it to sell, but it is of no small value, nevertheless.

THE State Normal School of Maryland is one of the most effective institutions of this kind in the country. Under the presidency of State Supt. M. A. Newell, it reports 264 students, 14 teachers, and some 300 post graduates, and has an influential grip upon the country district system of common schools. Two of its regulations are worthy of imitation: First, that the certificate of graduation is given without special reference to length of attendance, but according to actual ability; second, that the final diploma of the school, which authorizes the holder to teach in any public school in the State, is not given until after one year's successful experience as a teacher.

Why is not the idea of giving a diploma to an attendant upon a Normal School upon satisfactory evidence of aptitude for, skill and experience in, teaching, without reference to having completed a prescribed course of study, a good one? Of course a minimum standard of scholarship is implied and requisite. Who has something to say on the matter?

The *Janesville Gazette* says: Mrs. Louisa Peterson, widow of Jacob R. Peterson, died at her home on East Milwaukee street, in this city, yesterday morning about 7 o'clock. She had reached the age of eighty-one years, and

her life has been one of wonderful activity. Ever since she came to this city thirty odd years ago, she has in addition to home duties taught much of the time, continuing her select school until a short time ago. She was a very intelligent woman, and had a happy faculty of imparting information to young minds and inspiring them to an earnest search for knowledge. Many here who are now in the midst of life's activities, are numbered among those who in earlier years have been under her instruction, and bear tribute to the helpfulness of the impressions made by her upon their youthful minds.

Teaching thus until she had passed her four score years, she has imparted knowledge to representatives of three distinct generations, there being among her last pupils, some whose grandparents were under her instruction in her earlier years, and she has taught many whose parents have attended her school. Such a reeord is a remarkable one. The same faithfulness which made her so valuable as an instructor, marked her devotion to her other duties, and to the cares of home and family. For years she has held the respect and esteem of many in this city, and deep sorrow will be felt that she should even now be called away, though she enters upon a higher school, where she will receive instruction from a perfect master.

THE Normal building is so far away and so high up in the clouds that it is not visited by newspaper men and others as much as it should be. But affairs move on smoothly there all the same, and the school is doing the same excellent work as ever. This week on coming together after the vacation the teachers and students were highly pleased to find that Prof. Johnson had been "resting" himself by putting in four electric bells and a "program" clock. The latter, with the electrical apparatus, is in his own room. The whole works without a flaw and the classes on both floors are called and dismissed by the tapping of the bells as operated by the clock. Johnson is a second Edison if not more. Prof. Salisbury has also made an artist of himself and painted a large sized outline map of the United States on one of his blackboards. The scholars can mark boundaries and divisions upon it with chalk and then erase for another set of lines. The idea is original with the Professor and is highly commended by all the teachers.— *Whitewater Register.*

That accounts for Prof. Johnson's absence from the meeting of the Association. Now we would like to hear what "good works" "justify" the absence of several others who are usually present to help and to cheer the semi-annual meeting. When Prof. Salisbury left for home with a good solid red "ounce of preventive" in his arm we little thought we should hear from him so soon as an artist, notwithstanding Profs. Thayer and Hutton gave him such an excellent lesson in drawing while he was here.

THE following, from an esteemed correspondent, refers in the closing part to a subject discussed quite fully in the County Superintendents' meeting last month, as will be seen by the report of the proceedings on another page.

Not only should the annual meetings of districts having graded schools be held earlier, but those of ungraded schools also. We believe there was but

one opinion expressed by the superintendents, and that in favor of an earlier date for these meetings; and we understand the ex-Superintendent's forthcoming report will urge that the annual meetings of all school districts be held in June.

"The work here (I refer to the work in education and not in physic) is moving onward quite satisfactorily. Our schools are unusually full, and the high school department is well patronized by the young people from different portions of the county. The Plymouth schools have never before been in so prosperous a condition. By the way, could not something be done with the present legislature to induce them to modify the law respecting time for holding annual school meetings for graded schools? It seems as though a month earlier or even two or three months earlier would be better. It would give the opportunity to re-engage teachers before their year expires. The provision as it now is is certainly a great improvement over the old law. The measure was introduced by a Plymouth legislator, but I think he made a mistake in not having it earlier in the season.

Yours, W. J. B."

EX-COUNTY SUPERINTENDENT B. R. GROGAN, of Sheboygan county, in his late and final report to the county board, makes the following good points, worthy of heed by every school officer:

"In most country districts the older pupils attend school only in the winter, and the summer term is made up mostly of the younger ones, constituting in reality a primary department. This condition of affairs has given rise to the custom of changing teachers each term, employing a higher priced teacher in winter than in summer. This custom works injury to the school in numerous ways. No two teachers have exactly the same methods of instruction, and it always takes time for the pupils to get accustomed to the new methods, and hence there is a waste of time at the advent of every new teacher. At the close of the term the teacher has become thoroughly acquainted with the peculiarities of the pupils and of the district, so as to perform the best service; but at the commencement of the next term another comes in, and the process of making the acquaintance of the pupils is repeated. Teachers, employed for only a single term at a place, take comparatively little interest in their work, and have but little incentive to improvement. The people, accustomed to migratory teachers, show them scant courtesy, or ignore them altogether, and the school is altogether lacking in that mental vigor and high moral tone which would result from the interest and co-operation of teacher, pupil and parent.

"The true policy in regard to the employment of teachers would seem to be the payment of the highest wages that the district can afford, the standard of ability to pay being an enlightened appreciation of the value of education; the employment of the best teacher which the money will secure; and the retention of the teacher for the longest possible time.

"All proper encouragement and facilities should be given the teacher for

attending institutes and teachers' associations, and a lively interest should be shown by the parents in the teacher's work. A new idea or a new method should be judged by its results and not denounced at the outset. By careful attention to the selection and moral support of the teacher, the value of the schools may be more than doubled."

WE clip the following from a letter from Supt. Rosenberger, of Pierce county:

"We were pleased to-day, while in conversation with Prof. Hosea Barns, to hear him say that you are a strong friend and advocate of the "grading system" as it was presented by ex-Supt. Whitford, "What is the use of trying to work up to it? If we do make an effort to conform to it, probably the next state superintendent will have some other way and then all our work will be lost." These and other objections have been made, but now they lose their force. In this county very many of the teachers have adopted the system and are working in harmony with it; while many more are willing to follow it, but do not understand it well enough to do so. In order to assist this latter class, at each Teachers' association, the "grading system:" (*a*) Why our common schools should be graded; (*b*) how to do it; is presented by some of the ablest teachers of the county, and then freely discussed. Quite a number of the pupils of the county are working for a final examination in the course of study. Many of the teachers have told me that they have found that the adoption of the grading system has given new life to their schools; *i. e.*, the desire to pass from one form (grade) to another that is higher, and finally to graduate from the course, is proving a strong stimulant to greater exertion on the part of the pupils."

And this we clip from a circular addressed to the teachers of Pierce county by the same superintendent:

Afrer all that has been said, it is not this course, but the teacher who executes it, that is to make the school good or poor. The course is the foundation on which any botch may build amiss, but only a workman can build aright. It takes just as much education, preparation, private study, proper assignment of lessons, attention in class, etc., to teach a successful school in this course as it has previously taken without it. We do not expect that your labors will be less, but the results greater. Then let us press onward to victory, knowing that the crown is given to those who strive manfully for the mastery and do not weary in well doing.

OUR BOOK TABLE.

The *Century Magazine* for January. The third number of the new series of *Scribner* presents, as a frontispiece, a tint-printed engraving by Cole of Bonnat's potrait of Theirs, accompanying a paper of personal recollections of the first President of the French Republic, by E. B. Washburne, late U. S. minister at Paris. It is a popular record of stirring events in the establish-

ment and life of the Republic, and acquires especial value from the intimate acquaintance existing between the writer and his subject. Mrs. Mary Hallock Foote's second paper on Mexico deals with "A Provincial Capital," viz., Morelia, and particularly with the home life of the place. The materials for this article and its illustrations were prepared by Mrs. Foote during her recent trip to Mexico. "The Caverns of Luray," by Ernest Ingersoll, the first illustrated magazine paper that has appeared on the subterranean wonders of the newly discovered rival to Mammoth Cave. "The Revival of Burano Lace" is the subject of record by Catherine Cornaro, with drawings made for this paper by the Misses Montalba and the Princess Louise of England, and an engraving by Closson of a portrait of the beautiful Queen of Italy, patroness of the Burano Lace-school. Specimens of the lace work are also given for comparison. "Who were the Chartists?" by W. J. Linton (who was himself a Chartist), is a vigorous account and vindication of the workingmen's agitation in England in 1848, with portraits engraved by Mr. Linton of six of the most prominent of the leaders of the movement. Colonel Rockwell's paper of reminiscences of Garfield, appears in the present issue under the caption "From Mentor to Elberon." The unillustrated material is not less interesting in topic. Notably, Mrs. Burnett's Through One Administration; Mr. Howell's, A Modern Instance; The Increase of Divorce, by Washington Gladden; The Legal Aspects of the Mormon Problem; Old Madam, a short story by Harriet Prescott Spofford; various poetic contributions, etc. In "Topics of the time" there are papers on the spoils system ("New patches on an Old Garment," and "Garfield on Civil Service Reform"), besides "Communism in the Book Trade," "A Forgotten Obligation to the Ministry," and "The Good-natured Man." There is a communication from Mr. Whittier regarding the late Dr. Holland.

St. Nicholas for January, besides attraction in the way of illustrations suggestive and pleasing, irresistible in making dull eyes bright, and bright eyes brighter, has a table of contents rich, varied and substantial, Among these are: Max and the Wonder Flower; Tommy's Resolve; Sir William Napier and little Joan; The Poor Count's Christmas; About Otters; The Porter's Iron Collar; The Clown's Baby; The Hoosier School Boy, chapters V., VI., VII. and VIII., by Edward Eggleston; The Man with the Pea; How to make Puppets and Puppet shows; Bones and Bow-wows; The cow that Considered; Recollections of a Drummer Boy; Donald and Dorothy, chapters VI. and VII.; The Letter Box; Riddle Box, etc.

Sometimes teachers give a fourth-day holiday for a certain per cent. of attendance, punctuality, deportment or scholarship attained by a class or school. Would it not be a better way for a teacher to provide a magazine like this and substitute an hour once a week for reading it to and with the school? Or have a ten or fifteen minute exercise in such reading two or three times a week in the morning — which mornings being left uncertain — to secure punctuality and attendance. We will guarantee this to be more effective than scolding. Published by The Century Company, New York, $3 per year.

THE *North American Review* will present in its February number, to be published on the 15th of the present month, Part III of its series of articles on "The Christian Religion." It will be from the pen of George P. Fisher, the eminent professor of ecclesiastical history in the Yale Divinity School,—as thorough a scholor and as able a defender of the Christian faith as this country affords. A powerful presentation of the claims of Christianity is expected. This periodical is now published under its own imprint, at No. 30 La Fayette Place, New York.

The Popular Science Monthly, D. Appleton & Co., New York.

After looking through the January number of this able periodical, we were about to state the substance of the articles which are especially adapted to interest teachers. But they are too numerous, and comprehensive, and we must forbear. We have no doubt many teachers in our common schools who want some solid magazine literature regularly, are frightened from this by that word "science" in its name. But it is harmless. Surely that "science" that treats of Astronomy in high schools; Time-keeping in Paris; New Guinea and its people; Sanitary relations of the soil; Volcanic products; The chemistry of tea and coffee; The anatomy of an old anecdote, (the pound of flesh); The Colorado desert; Sketch of Prof. John W. Powell, (in his boyhood, with his parents, a resident of Wisconsin), etc., is not so metaphysical as to be either incomprehensible or uninteresting to one-half of the teachers in service in our State to-day.

THE Boston bi-monthly, *Education*, for January and February, 1882, is full of articles almost without exception adapted to interest the average intelligent citizen and teacher. From the first article we have served our readers with a taste of its quality elsewhere. Following these are, Moral Instruction in public schools; Oral Teaching; Education at the South; Have we a Science of Education; The Machine in Education. The latter by Prof. N. M. Wheeler, of Appleton, Wis. The editorial deals with living questions, in a thoroughly interesting and common sense manner.

Harpers' Magazine for January, is a superb number. Its varied contents, covering in their range, fiction, history, geography, biography, science, art, current events, humor, etc., its fine paper, beautiful clear print, engravings a little more carefully designed and executed than usual, if possible, all from masters in the arts here exemplified, leave little to be desired in the way of a favorite monthly. Even the advertising pages form a catalogue of a library of choice reading, with the advantage of information about the cost of the books, and where they may be obtained.

The Western Farmer.— A weekly journal for the farm, orchard and home, price $1.50 per annum, and cheaper in clubs. T. D. Plumb, publisher, Madison, Wis.

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SIGNS OF THE TIMES.

[A paper read before the Wisconsin Teachers' Association, in Madison, December 29, 1881.]

W. H. CHANDLER.

In the days when the Great Teacher was doing his greatest works in the cities, and villages, and on the plains of Judea; when the sick were being healed of all manner of diseases, the lame, the blind, the deaf were being restored, the hunger of great multitudes satisfied, and every outward appearance seemed to indicate that all men were about to accept him as a leader, and the founder of a dynasty, he strongly and clearly intimated that these appearances were deceptive, and indicated nothing but a willingness of the masses to make the most of passing events for their present personal advantage; that the kingdom he was seeking to establish, the ultimate prevalence of which he constantly prophesied and insisted upon, was in the distant future.

Then they came to him and asked that he would give a certain and unmistakable sign by which it might be known that the the dawning of the promised day was at hand. The Master turned upon them with the reproach that they were able to read the signs indicative of fair or foul weather, that promised to be of immediate personal advantage; basing their claim to wisdom upon this power, while they were so stupid as to be entirely unable to discern the "signs of the times"—those indices of slowly develop-

ing but resistless forces, which were to exercise their power over generations, and through long periods of time, for the ultimate up lifting and regeneration of Jews not only, but of Gentiles also, and of every race.

The reproach seems, upon inattentive reading, to be harsh and unnecessarily severe. Our modern revisers, by eliminating the epithet included in the old version, seem to have discovered that somebody endeavored to emphasize the rebuke by adding expletives not originally employed. But, carefully studied, the element of personality appears to be wholly absent, and the object clearly to be to lay stress upon the importance and necessity of looking below and beyond the more visible and demonstrative "signs" which relate only to the present, for those deeper and wider-reaching, though less concentrated and apparent ones, which betoken coming changes full of promise and potency of good, even though attained at the expense of present turmoil, and the sacrifice of cherished notions.

The history of the progress of popular education in recent times affords a most significant and instructive illustration of the tendency of human nature to be constantly watching the horizon of the present, and engaging with all zeal and reverence in securing the advantage which the passing cloud, or the bright or the lowering sky, gives token may be secured by giving heed thereto. There have been prophets not a few who have arisen from time to time, lifting up their voices and crying for reforms in the matter of education, who in the course of their ministry have done many wonderful works, and lain their hands upon many customs and practices to recover and restore them from perversion or disuse, and these have drawn many people after them. With more or less of clearness and farsightedness in their vision, they have discerned the "signs of the times," the needs, and the possibilities of this most universal element in promoting the development of modern civilization, and, turning their eyes away from the "face of the sky," have labored in sowing the seed of right conception and correct practice to reach the desired end. But the masses have been far more ready and apt in accepting the suggested practices, and profiting by them, than in comprehending and appreciating the theories and principles upon which they were founded, and thus have often

become devotees of mere forms, and failed to secure the benefits the forms were intended to promote.

Thus far and this much in the way of glittering generalities, if you please, by way of preface to a few suggestions in illustration of this tendency in all of us. The object of this paper will be attained, if in what shall follow not universal assent but discriminating thought and intelligent discussion shall be provoked.

Perhaps the first and chiefest feature to be mentioned is the place assigned to the free schools as such.

We exalt them, as a whole; we magnify them; we glorify ourselves because of them; we tax ourselves without stint to support them; we stir up authors to provide new and improved text books to be used in them, by our practices guaranteeing they shall be adopted as soon as published; we stimulate inventors to focus their genius in bringing out new forms of furniture and apparatus, by holding up to public obloquy the patrons and officers who do not buy them as soon as made; we worship our schools, and upon every possible occasion we hold up the object of our worship for the reverence of the world; with infinite labor and pains we gather statistics of their number, of the capital permanently invested in them, of the money paid annually to support them, of the number of days they are in session each year, of the number attending them, and of the number engaged in teaching them.

Is it quite fair to say we do all this without regard to whether these schools are worth the cost, or worthy the adoration? whether the results are in any degree commensurate with the efforts and means devoted to their maintenance? Without some qualification it is not fair thus to say; with limitations it is fair. Once in a while a Norfolk county examiner comes along, fixes his critical gaze upon the schools, holds up the mirror that the public may see that which he sees, and reveals, what? Just this: that while we worship, we offer not intelligent, but perfunctory service; that we have not studied carefully the processes prevalent and the results secured, and while we have been careless, negligent, our schools have degenerated. In a word, it is revealed, that the patrons and public have accepted the form and discarded the substance; have made unto themselves an image of a high and noble ideal, and given themselves up to idolatry.

We are hardly over this shock before we are startled again by the terse and significant statement of the lamented Garfield, whose broad views of education were abreast of those of the foremost and wisest educational reformers of our time, saying: "It is to me a perpetual wonder that any child's love of knowledge survives the outrages of the school-house." That is a hard saying, who can bear it? If true, how much have we to boast over our English cousins, of whose schools the Duke of Devonshire's Commission says: "We cannot but consider that our present system of education is little less than a national misfortune."

The next feature in our system, which I mention in this connection is what may be denominated "organization." If we glory in our schools as a whole, we ascribe "more exceeding" glory to certain sections of them, which by reason of locality, and therefore possibility, or other causes, have features distinctively their own. Our graded schools, are "things of beauty," and therefore a "joy forever" to our hearts. So perfectly have we organized these, that each pupil therein is fitly symbolized by a bill in a legislative body on its course to become a law; only in this case there is no corresponding procedure to a "suspension of the rules," whereby he may be put upon his passage from the school without formally passing through all intermediate stages. He may, like the bill, be delayed in his course, his progress postponed from day to day, to a fixed day in the future, or even indefinitely, as is often the case, but when taken up for consideration, it is to find an indorsement upon the "back," showing by the record just where he was left, and the exact point at which the new progress must begin.

This was a "taking" discovery. The average citizen could see method, system, orderly procedure, in such arrangement. In its early history it was a somewhat flexible and self-adjusting system, helpful to the pupil, helpful to the teaching force, helpful to the community, in that it provided means by which large school populations could be approximately if not perfectly assigned so as to enjoy the largest practicable benefits from the public schools. The advocates and originators of this system, saw in it the help and value to large communities which it promised. Is it not true, however, that in the application and working out of the system the helpful motive has been largely and frequently displaced by the

military — that progress has been sacrificed to precision of movement. The face of the sky seems to say about this matter: "we have found the end of what men call perfection here below; we will subject our country schools, our teachers' institutes, our normal schools, to the same process. Each and every one shall have a 'course of study' rigidly and literally enforced. Eureka, eureka."

But the "signs of the times" call for a halt. A supreme court blandly, but with somewhat of innate potency, suggests that children and parents have rights which school people are somewhat bound to respect. Inquiry reveals the fact, and experience emphasizes the revelation, that a course of study, a graded system, a perfect method of records for the pupil, as helps to the pupil, are exceedingly useful, but as fetters, and manacles, are galling and repressive.

Very significant signs of the times, are the agitation and organization of special classes in connection with our largest graded schools, for such as by necessary irregular attendance or other causes can be helped more by instruction outside than within the regular course of study, and the establishment of evening schools, with courses of study and methods of instruction so intelligently devised and prescribed that little room is left for complaint or unfavorable criticism.

It appears to me to be exceedingly important, in our attempts to impose a course of study upon our present ungraded schools, to carefully study these signs of the times, lest haply we be found warring against powers founded in justice and right, and which will assert themselves; to remember in all efforts at reform that the school is made for the child, and not the child for the school. I abate not one iota of the faith I have frequently expressed in the value to our ungraded schools of the adoption of a judicious course of study, wisely administered. I am only concerned that this course shall be so administered as to be an incentive to studiousness and application during the long interregnums between school terms in country districts, as well as during their session; and inspire in our young people, who lack so many sources of inspiration which are afforded the dwellers in cities, with a high aim and noble purpose in life, as well as be to them a training in the habit and power of self-culture, upon which they necessarily are so largely

dependent for success. So with the institute. With the course of instruction provided coincident with the proposed course for the ungraded schools, if the main effort be to interest the attendant in acquiring proficiency in the branches of the course, rather than in considering them as a whole, as related to their work in the school rooms to which they will go,— in inquiring by what methods and for what purpose they will seek to interest pupils in these branches,— then interest flags, attendance diminishes, and the purpose of the institute fails.

As for the Normal school, all observation inside and outside demonstrates the imperative necessity of large measures of the professional spirit, theory, and art, and practice, with academic instruction, and the use of the academic instruction in continual illustration of the best modes in the art of teaching; that failing in this, the completion of a course of study in a normal school counts no more as a preparation for teaching than a course completed by private study, or in a high school or a college. When this sign shall be universally recognized and accorded its proper significance, there will be no more rivalry or jealousy between these and any other class of schools, but that work will be relegated to each which that school may be especially adapted to prosecute.

The enumeration of these features of school work affected by the signs of the times, will be incomplete without including the kindergarten. Is this a mere speck upon the face of the sky — a cloud no bigger than a man's hand? The kindergarten has evidently come to stay. As a part of our school system universally adopted? In my judgment, no. But nevertheless it will stay. There are many yet who see in this thing only play that interests, amuses and occupies children. The board of education of one of our large cities, in their annual report this year, gravely discussed the kindergarten as though it was generally understood to be a charity school for the gathering in and humanely caring for the vagabond waifs of the alleys and wharves. If the kindergarten is suffered to be left in the public estimation as such an unworthy ideal, its continuance as a part of the educational system will be, doubtless, very short; its occupations and amusements rapidly degenerate into the merest makeshifts, and its value of doubtful utility. But, on the other hand, if its real character and purpose can be firmly im-

planted in the public intelligence, as based upon the universal aptitudes and proclivities of child-nature, and its processes come to be apprehended as growing out of the wisest philosophy of all true education, and eminently adapted to develop by reasonable methods and in natural order the powers of mind, deftness and dexterity of the senses and habits of application, which can be utilized in the more advanced stages of mental culture, not only, but in all the affairs of practical life, then its permanency will be insured, and its right to be will be vindicated by the influence it will exert for good upon all stages of elementary instruction.

This leads me to make the point at which I have been aiming, in all that I have written, viz.: that if there is any danger threatening our schools as a whole; if there is any evil growing up or liable to grow up in connection with any feature of our school system, these are imminent, not because there is any lack of appreciating the schools as the bulwarks of our free institutions, nor because of the absence of sufficient intelligence and disposition to correct abuses when known, nor from the prevalence of antipathy to innovations which promise to increase the efficiency and elevate the character of these schools, but rather from the prevailing indifference and neglect in relation to them; the absence of that profound conviction that upon them depends in the most vital manner, the material, intellectual, and moral welfare of the country. It was this wide-spread and active consciousness that led to the adoption of our free-school system, not only, but also brought forth the munificent endowments for higher education, both by individual and corporate action, which is so noticeable a feature in this country,— and has been illustrated by innumerable instances of heroic personal self-sacrifice and devotion in building up institutions of learning of high character and undying influence for good, under adverse or unpropitious circumstances. As face answereth to face in the glass, so the heart of man to man; and in no sense is this more absolutely and manifestly true, than in the matter of public education. When the spirit of earnest and intelligent devotion to this matter has been aroused, there has been no lack of devoted and progressive workers found to enter in and reap the harvest. When this devotion and earnestness in the public mind has languished, the schools have languished, formality and

mediocrity have prevailed, and the standards of quality have been lowered, and fallen into neglect. It seems to me we are experiencing in a degree such a period of neglect, or non-interest — a time during which there is a settling down upon the conviction that the appliances and machinery for general education are abundant, efficient and well nigh perfect, and that there is little or no occasion for active personal concern and attention to the matter. We have two very pertinent illustrations of this fact. A few years ago, earnest, leading spirits in our own state conceived the plan of a system of free high schools, which should be adapted to the needs of townships and the smaller villages, at once relieving the often unreasonable range of studies demanding attention in the ungraded schools, and the graded schools of the small places, and at the same time providing for a measure of instruction in the secondary branches without necessitating absence from home, and the attendant expense and inconvenience. The legislature responded to appeal for statutory provisions by a law authorizing localities to organize such schools, and by an annual appropriation of money from the state treasury to aid such schools in their beginning.

What has been the result? Scarcely a locality for which these schools were designed has improved the opportunity and aid provided, but the already favored localities, which by reason of concentration of wealth and population were able to maintain schools of a high order, have organized under the law, absorbed the appropriation, and enjoyed the benefits of the general tax. Another illustration is the mutability of the local supervision of schools, and the growing habit of making the office of county superintendent an entirely political one, subject to all the precariousness of such positions, and having little regard to the fitness of aspirants as to experience, aptitude, executive talent, intellectual or moral qualities. In neither of these instances, I opine, is there to be found hostillity to or even lack of friendliness for, the best interests of public education; but rather that lack of personal interest, and disuse of the habit of careful consideration of what those interests demand. Under these conditions, it has been occasion for constant surprise that our schools are not worse rather than better; that our great multitude of young and inexperienced teachers do so well, left entirely to their own resources, without the active

counsel and co-operation of intelligent patrons and public-spirited citizens.

At our annual meeting in La Crosse two years ago last summer, in the formal address as your presiding officer, I called attention to the signs of the times as pointing to the need of some systematic and organized method of reaching the masses of our population, by an agitation of the questions related to the matter of popular education. The conviction of this need has grown upon me continually. Mr. Ruskin, in the course of some pithy letters addressed to the clergymen of the Church of England, asks: "Can not this gospel you preach be put into plain language, which plain people can understand?" The inquiry is no less pertinent as related to the matter under discussion. It is the plain people we need to reach, for these are the great masses. It is not oratory, or learned disquisitions, or brilliant apostrophes, but plain speech, which shall interest them in the subject, because it makes it apparent to their understanding and reason that the subject is one which is of immense personal interest to themselves, because it underlies every economic and industrial interest of modern civilization.

We go to a working man and say, What do you think about this rumor that foreign made vessels are to be permitted to register as American marine vessels upon the same terms as those made in this country? He replies he has heard nothing about it, knows nothing about it, has no interest in it.

We proceed to develope the matter in a plain, common sense way, showing how the industrial interests of coal and iron mining, iron manufacturing, ship-building, transportation, and various other forms of human occupations will be effected by being transferred to other countries where labor is cheaper than here; how such as now find employment in these branches of industry will be forced to seek other means of support, perhaps resulting in a surfeit of laborers in that department wherein *he* works and gets a livelihood,—lower wages for himself, no luxuries and fewer comforts for himself and his family. If a protectionist, thoroughly imbued with its spirit and convinced of its supreme importance to the interests of the laboring class, we find little difficulty in interesting our workman neighbor in what to him has hitherto been an

abstruse subject, upon which he has thought and read very little, and cared even less. So with many a question of political science or political folly. By the presentation of the matters in the plainest and most practical manner, by common sense men, the store, the office, the shop, the street corners, the firesides where neighbors gather for evening chat after the day of toil, are made resonant with the voice of interested discussion. Is the matter of public education so exceptional and peculiar in its character that none can be found to do this initial work of stirring up men's thoughts to active consideration of its character and claims? I trow not. Perhaps our own lethargy is the exceptional and peculiar element in the problem. It is easy to meet in annual or semi-annual conventions, discuss needed reforms, and petition the legislature for laws authorizing the changes we desire to compass. It is not so easy to thoroughly prepare ourselves for the work, and then at the expense of ease and comfortable leisure, get the plain people together in their plain school-houses or other places of concourse, and plainly talk over this great subject. But, perhaps, it would be a better way, remembering, to quote again from our wise and martyred President, "whatever the people can do without legislation will be better done than by the intervention of the state or nation."

I remember hearing a venerable and active worker in the cause in this state relate, a few years since, how, while county superintendent, he inaugurated some educational meetings of the character I have indicated, and in their progress led those present to publicly express their convictions relating to the theme presented. One after another arose, confessing neglect, dereliction, and want of interest, where such things were shameful, if not criminal, and there were few in the house that did not shed tears. A good deal of such confession and lamentation would be good for the soul and for the cause now, in very many localities, and blessed will be the men or the organization that brings it about.

Every feature of our American civilization depends for success and permanence upon the intelligent regard and affectionate interest of our people. Pre-eminently is this true of our educational system. No higher compliment can be paid to any school or system of schools than that reported to have been paid to the Mil-

waukee schools recently by Supt. Rickoff, in saying, "the effort seems to be to ascertain what the pupils need and then to supply that need."

When we are able to establish the conviction in the minds of all our people that this is the end at which we aim in all our schools, there will be no lack of intelligent interest in them, and generous provision for their maintenance. Is not this the purpose for which we labor, and is it not worth the effort to secure the interest and co-operation of all our people by convincing them that such is the fact?

METHODS OF TEACHING ENGLISH LANGUAGE.

A paper read before the Wisconsin Teachers' Association in Madison, December 28, 1881.

PROF. O. T. BRIGHT, CHICAGO.

One of the most hopeful signs of the educational times is the widespread inquiry as to means of teaching English to children. Past experience, so far as applies to average pupils, furnishes only dismal failure. The few who complete a high school course use fairly good language, but no better than pupils should attain in the grammar schools, and, so far as English construction is concerned, in the primary.

The study of English grammar has proven wholly inadequate to the end for which it was instituted; and while I would not depreciate the study of grammar, for I believe in it thoroughly, still it is safe to say that within the twenty-five hundred text books published on this subject, there is contained more of impracticable rubbish and pedantry than in all other text books combined. All study is doubtless of some use, but judged by practical results secured, as exhibited in conversational use of good language, and in consideration of the time spent upon it, that of English Grammar may safely be charged with the minimum of usefulness. It is not my purpose to make war upon the grammars — at present at least. But who that has a grain of common sense would not feel his indignation rise at such nonsense as this analysis, taken verbatim from one of the most profound of these text books on English. This is the sentence: "His refusing to apologize was

proof that an insult was intended." I give only the classification: "This sentence is complicate, simple, co-mixed, secondary, copulative, neuter, affirmative, positive, indicative."

One's disgust is not so much because any man is fool enough to invent so preposterous a burlesque and call it English instruction, but because there are so-called teachers who will try to present it to children and make them learn it.

The *teachers* of this state should certainly represent the highest grade of its intelligence, yet what proportion of them can take part in a half hour's conversation which shall be free from blunders in pronunciation and construction? We are all conscious of this inability, and nearly all will very justly lay the blame to want of efficient early training.

It is my wish to waste none of your time in generalities, but point plainly to the defects in our system of teaching this subject, and just as plainly suggest what seems to me a feasible remedy.

So far as village or graded schools in this state are concerned, as a separate and systematic exercise there is very little if anything done or even attempted in this branch during the first three years of a child's school life. Of course even more than this could be said of the country schools. In order to judge results fairly from their cause, I have collected within a month, a number of programmes of recitation to represent these first three years of school in many of the representative towns of Wisconsin. Three fourths of them do not mention the subject at all. There is a little incidental instruction which of necessity comes in connection with other studies, but it is *so* incidental that very little impression is made.

The result is, that when children enter what are called grammar grades they know no more about English construction than when they entered school, and their habits of speech have not changed a particle.

At most, they have acquired a limited use of capital letters in writing sentences, together with a more limited use of punctuation marks. Read these children a story and ask for its reproduction in writing, and in a large proportion of cases you will get it in one sentence, with one capital, unless there occur proper names, and no punctuation. And this whether it contains five lines or fifty.

Even after passing over what are known as grammar school studies not one in five of the scholars can write an intelligent, well arranged letter, than which there is no more valuable accomplishment. If this is ever acquired it is after leaving school. In speaking, clumsy enunciation, mispronunciation and faulty construction enter into — I was about to say, fifty per cent. of the sentences used by grammar school graduates.

There are exceptional schools, I admit, but I am speaking of the rule and not the exception.

Now, the most impressible age of a child is during the first few years of his existence; and this is especially the age adapted to acquiring means of expression. Every new thought that comes into the child's head must have an outlet, and the only reason this outlet is so impure and inaccurate is because of the beggarly efforts to make it otherwise.

Thought is certainly the most desirable thing in the world, and the expression of thought the next. What then can account for the apathy of primary instructors in this branch of learning?

Perhaps I shall presume in supposing those present to believe that little children can be instructed in English, and that such results as I have indicated are a disgrace to the public schools of America.

I had supposed until recently that there is but one opinion upon this subject among educators, but there are those who ridicule the idea of systematic language lessons for little children; and others who seem to think the teaching of English, no matter what the age of the pupils, should be only in accordance with and founded upon a thorough course in etymology; and that any instruction in syntax is not to be thought of except as following such a course. Such a theory has been put forth within a few weeks by one of the most successful normal teachers of Illinois. But the trouble with this theory is that syntax *does* precede etymology and will continue to do so, as long as mothers teach their own babies to talk.

A prominent writer on educational topics, a teacher in the normal school at Oswego, N. Y., says: "Direct and systematic lessons in language are, for the most part, unsuited to a primary school." I can only ask, what in the name of common sense is suitable for a primary school? Language is the one thing that children have ac-

quired before entering school, and the thing above all others that they will use while in it.

It must enter into every move they make in wading through the curriculum of study.

Shall we not attempt to purify it and thus give the children the benefit of practice during their long school life to fix correct habits in its use?

A recent number of the most influential educational journal in the country contained an article from another prominent educator who says: "For nineteen twentieths of the necessary uses of speech the ill spelling, bad grammar and clumsy construction would not in the least impair the validity of a message in its main purpose — the communication of facts and thought," but "when it comes to writing as a fine art accuracy is a necessity."

Whether meant or not here is a fine plea for ignorance. The essence squeezed out of the first statement (which is not a true one by the way) is that there is just as much money in poor English as in good, which may be true. The implication in the second is that while good English is a necessity for the sermon maker and essay writer, the men who handle merchandise or produce can do very well without it.

The comparative necessity makes no difference to us as teachers. There is necessity enough in the latter case and the claim of one child upon us is the same as that of another. The future of them all is a mystery to me. Our business so far as in us lies is to prepare them all for the very best that may lie within their reach, or for whatever future may await them.

But suppose we could classify the future men and women from knowing the boys and girls? This would not change their rightful demands upon us one iota.

The right of the future groceryman or tinsmith to demand good English for his purposes of trade is unquestionable.

"There is but one safe thing to do for a man, that is to fit him for the best that is in him by developing, strengthening and training every power of thought and action of which he is possessed."

Pardon one more allusion to the article mentioned. It closes bewailing the time spent "to make fluent babble mills," and "acquiring great power of expression with nothing to express."

Babble mills indeed! That means children of one growth or another. I had supposed they were created to babble, and so were the brooks. Both fulfill their mission when they do it, and it is no more desirable that all children should grow to babble like Webster or Bryant than that all brooks should become Niagaras. Children babble such thoughts as their brains are capable of and the music and power of this babbling is known only in the homes where it has ceased forever.

Children of an older growth babble too, but I have yet to learn that they babble any more because they are enabled to do it in good English. "Power of expression, with nothing to express," is a pure figment of the writer's imagination. Clear and accurate expression is the only indication we have or can have of clear and accurate thought, and the very ability to acquire the former implies the ability to furnish the latter. Great facility in expression will assist in acquiring any or all branches of knowledge, and a healthy taxing of the source of thought will strengthen and enrich rather than impoverish.

Anybody who attempts to teach children, should make a study of them — of their nature and needs; then the latter may be intelligently supplied. Now, on the supposition that language lessons are to begin the day, children enter school; let us see with what we have to deal.

These little people come to us with five or six years' experience of life; some of them from homes of luxury — most of them, thank heaven, from homes of comfort; some from those of bitter poverty. The first important question is, What can be found to interest them all? Their heads are not vacuums by any means. When they enter school, they bring an amount of thought and information that has been accumulating for years. If they came to learn French or German, they would be taught proper pronunciation, use of words, and the joining of words to make sentences, "phrase making," as it has been contemptuously called. Then why not thus proceed in making them adepts in English?

The mere fact that they think in English, and that they can already talk the language, cuts no figure in the case farther than to make the way more clear. This language that they use has been learned from a hundred sources, some of them pure and some

of them impure. They have a stock of several hundred words, such as they are. Some of them they pronounce correctly, and some they do not. These words they have habitually joined into sentences for years, to express their thoughts and emotions. Fifty per cent. of these sentences are wrongly constructed. While at home, they are using their words and sentences from morning until evening, and in most cases they use them according to their own sweet wills — without direction or correction. This out of school use must be counteracted in school, if at all. This is the situation, and the problem to be solved. Unfortunately in this problem, x is still a very unknown quantity. There have been many attempts at solution published, and called "Language Lessons" — many of them containing very valuable suggestions. Judging from the number of these books that has flooded the country during the past ten years, one would suppose the millenium of English to be at hand. I have taken the pains to examine a large number of them. I find them prepared as text-books for children. Of course, they would have to be, or no great number of them could be sold, and the prime object in making text-books is to make money. A book might be prepared for the teacher, and it wouldn't take much of a book to do it either, which would show her conclusively that with primary children a text-book in language is entirely superfluous. But then, a half-dozen such books would supply an ordinary village, thus furnishing very small profit to the publisher. Most of the language lessons referred to begin either with the parts of speech, or with the written sentence. But the children of whom I am speaking can not write. They can not read even a word. Language lessons based upon these plans will not answer our purpose. The children can talk, and here they and the teacher can meet upon common ground. Hence, let the first lessons in English be to teach the children how to talk. People who talk correctly will write correctly, provided they can spell. The converse of this proposition is not true by any means.

If there were a class of normal graduates about to begin teaching, to whom a bit of advice was due from me, I would offer the following suggestions, and bespeak a kindly consideration: On your first morning at school, unless you have wisely been interesting the children as they have appeared, you will find at the stroke

of the tardy bell perhaps sixty pairs of eyes fixed upon you in eager expectancy, and you may be sure there are sixty brains behind them, at work upon you, gathering material for the language exercise sure to come off as soon as the children reach their homes. The best thing you can do will be to get them to think about something else as quickly as possible. Your plan must be clear in your own mind, and well arranged. Their restlessness of mind is equalled only by their restlessness of body. The former demands your respect and careful study; the latter your charity. Don't misjudge these little people; half—yes, four fifths—of all the trouble in school comes from a misconception of the needs of a child-nature. Children may and often do seem to have very little thought when they come to school, and even after they have been there for weeks and months; but you may be sure, if it is at all general, the fault should go home to the bungling methods of the teacher. They have spent years in looking into and thinking about everything that has come within their reach or observation. Their heads are perfect granaries of information, about which they will talk freely, if you will approach their subjects and gain their confidence. You have to sift over their words, clean out the impurities, and straighten out their constructions. Hence, let your language lessons begin at once. They have material for these lessons for a year to come, and you cannot exhaust it if you give a lesson every hour, even if the sources of fresh supply were to be dried up.

For this stock in trade, you may be thankful, for it may be so handled as to awaken the immediate interest of the children, and on this depends your success. This result can be obtained, however, only by overcoming the unnatural restraint and timidity of the children, and by introducing something of the freedom of the home into the school-room. The children may thus be led to talk—"babble," if you will. Remember that what interests you may not interest them, and remember, also, that the "open sesame" to the confidence and affection of children is talking with them in a kindly manner. Take their topics, and do not talk over their heads. Notice them at their play and at their home, and you need not lack for subjects. Take a doll or some wooden soldiers to

school, and the reserve and bashfulness of the children will take to flight.

You can learn how dolls, bows and arrows and kites are made, and how they are used; also what they see on their way to school, and what pets they have at home, each of which has a history. This sort of exercise would be of great use, if it accomplished nothing more than to banish constraint from the school-room; but it may be turned to an even more important use, and here is your opportunity. You must guide and control so that the sentences of the children shall bear upon some particular grammatical construction which you wish to impress—one at a time. Don't be in a hurry to do all at once; but make haste slowly.

From an examination of the sentences, which the children use when they enter school, it will be seen that nearly all the errors can be grouped into five or six classes, at least we will arrange the instruction for the first year upon this basis, and begin with a subject.

With a child, the first thing learned in talking is to name objects. Here we will begin, taking care that the words are carefully enunciated, and that each has *a* or *an* used in connection with it. Do not begin by requiring the children to commit a meaningless jargon of words called a rule, nor by stating that they are to use certain words.

The children are to learn to use the words and learn to use them correctly *by* using them, and that is all there is of it.

Arrange the lesson to bear upon this use by having named the objects in sight, and sets of objects arranged upon the table. Change the order of the objects for another to name, and then change again. Let a little fellow stand upon the platform and name the parts of a wooden soldier, or a little girl of her doll, and the class watch closely for mistakes, etc.

Children make many mistakes in using nouns having irregular plurals. There are not very many of them, and this may form a second topic.

A little fellow says, "Them books is mine." Here we see the necessity of teaching the use of this and that and their plurals, and also of making the verb agree with the subject, whether the latter is a noun or a pronoun.

This is a difficult topic, and will of itself require many weeks of careful drill. The special difficulties arise from the use of two or more singular subjects with one verb, and in using sentences introduced by *these* when a plural verb is required. I will venture that twenty-five per cent. of the teachers of Wisconsin fall into the last error. There need be no great hurry then, provided that such misconstruction may be overcome with little children.

A little girl says, "I wrote that good, didn't I?" and we see the necessity of teaching the use of a few adverbs of manner that children employ, and the contrast of their use with that of the adjective from which derived. No child will say, "Me is going to school," nor "The money was given to I," but many of them will say, "Me and John is going to school," and half the children and their parents will say, "The money was given to John and I." Hence the arrangement of the grammatical persons and the use of the proper form of the personal pronouns may form a topic to come late in the year's work.

These points may all be covered during the first year at school, and after the children can give sentences orally with great facility, they may be required to write them, with proper use of capitals and punctuation marks; and all this time they are as unconscious of what they have accomplished as if there were no such thing as a noun, verb, pronoun and adverb in existence. I do not say children will become perfect in the application of these topics, but they will approximate perfection as they do in other branches. They will make hundreds and thousands of errors, but they must all be heard from the children making them and corrected by the others; and the sharpening of the perception to note and correct errors furnishes one of the strongest elements of usefulness in the plan.

What you have to do is to have each lesson clearly mapped out in your own mind, and follow persistently each construction until it is impressed upon the minds of the children by the mere force of repetition. The constant tendency with unsophisticated teachers is to ask for reasons, which are to be left entirely out of the question. What is wanted is correct *practice*, to correct the incorrect out-of-school practice.

All know the countless errors which arise from the use of irregu-

lar verbs. These verbs are comparatively few in number, but are used probably a hundred times more than all others together. Still the correct use of all forms of irregular verbs may be taught to little fellows in second and third grades, and they not know the significance of "verb" nor "principal parts." If a boy uses the perfect participle of break when he wails over his broken jackknife, he will do so when as a future poet he wails over broken hearts. Broken is the same in one case as the other, and any man who has been even three years in school has the right to the use of the word and all others of its class.

I will not consume your time in enumerating topics which may be taught as the years of school succeed each other. Suffice it to say that nearly all the errors in English construction may be grouped into a comparatively few classes, and that these may all be covered during the first four years of school, and the children, with no technical knowledge of grammar whatever become greater proficients in the use of English than are now the graduates of the grammar schools.

The importance of this training becomes even more apparent when we consider the large proportion of pupils who leave school before entering the grammar grades at all, much less reaching the high school. I am not one of those who would try to fit a course of study to give a smattering of all English branches to those who cannot or will not remain in school; but the training of which I speak is the true order, and must be done in early years to be effective; and the earlier it is begun the better.

At the end of the fourth year, about the average time spent in what we term primary grades, a child should be able to give orally in clear, well-rounded sentences, an intelligent account of any incident that has come within his observation, to repeat the substance of any narrative or description read to him, or that he has read, or to give a well-arranged topic recitation in geography. He should also be able to produce the same in writing with fair correctness as to division into sentences and paragraphs.

He should also be able to write a nice letter and properly direct the same. I have no more doubt that these ends can be accomplished than that the children can accomplish the fundamental

rules of arithmetic in the same time. How far short of this we come, I need not again say.

I know the cry will be, "We have no time." This is the stock excuse of teachers, and often apparently a good one; but in most cases it has no force whatever.

Be sure there is no primary study that compares with this one in importance. Then take the time, and after you have taken it you will find that you have done so to the advantage of the other studies.

Great facility in the use of language will break up the monotony of other recitations.

The criticism which is acquired in the correcting of sentences will extend to other studies, and nothing so stirs a sluggish intellect as sharp criticism, especially when it comes from an equal.

Again the children will *be able* to express the ideas gleaned from the text book in their own language, and *requiring* them to do this will stir up their thought, and the words of the book will no longer be committed to memory as so much meaningless verbiage. Then again the constant coining of fresh sentences from his own mind makes the boy good-natured. He cannot be sulky in a well conducted exercise in language. Whatever makes school bright and pleasant is of inestimable service. I give you my word that during the past year I have seen more genuine friendship engendered between pupils and teachers by means of lessons in English, than by all other means combined. I have watched this development with great interest, and candidly believe it has half governed the school.

The secret is not only that it has waked up the pupils; it has had a similar effect on the teachers, because it will furnish no comfortable rut to slide in. It would be very easy to enlarge upon benefits derived by referring to the higher studies, and also to the reading and discussing of books as a means of developing thought, but time will not permit.

Before closing, I wish to say a word to those here who represent country district schools. The speaker has taught in them, boarded around, and superintended them, hence does not speak of them from a purely theoretical point of view.

During the session of the last Republican National Convention

held in Chicago, the Commercial Club, representing the successful business men of the city, gave a banquet to a large number of distinguished guests. General Garfield was called upon for a speech. When he arose he said, "But a moment since I asked the gentleman on my right, Judge Pierrepont, how many of the men present had been city boys, and with his knife handle he made a cipher on the cloth," and Mr. Hughitt who related to me the incident, said such was the fact.

Our country schools then are educating the successful business men, and the public men of this country. Those men will thank the schools of their boyhood for nothing more than for early training in the use of English. But the *urgent* demand upon the schools is to make intelligent the many who remain upon the farms, for they are a hundred to one as compared with the others. I know the great obstacles to success in the teaching of these schools, from the number and variety of recitations, short terms, hovels misnamed school houses, and the frequent change of teachers. And I know also that in no schools in the world are studies pursued with greater earnestness, nor with greater *success* than in these when blest with competent teachers.

Of classes, there are in the majority of cases many more than are necessary. But take the classes as they are, they are usually small, and in the summer time very small, so that children may receive much more individual attention than in the large graded schools of the town, especially the summer term. Then, when the teacher's attention is almost entirely given to the smaller children of the neighborhood, is the time for our language lessons, and on just such points as I have indicated. The school which will rarely exceed twenty pupils in regular attendance may be divided into two classes, or forms, and each receive a half hour's instruction each day. Technical grammar need not come into the most of these summer terms at all. No alarm need be felt about classifying the pupils, for the little fellows will enter into the exercises with great spirit, and catch the points presented almost as readily as the larger ones, and, when it comes to criticism, will command their respect by the sharpness of their thrusts.

The work which I have tried to indicate is not merely a theory. When undertaken by competent teachers, it has proved and will

prove a success; and incompetent teachers will succeed with it certainly as well as with anything else, and I am not sure but that I may say better, for there is more in it to stir them up and make them see their own defects. I believe nearly all teachers are ready to go to work upon any rational plan in this branch of study, and they will be *kept* at work by the zest of the children.

Now, whose work is it, fellow principals and superintendents, to place this study in its proper relation to other branches? Manifestly it is ours, and we cannot dodge the responsibility. As I said before, the teachers are ready, if something tangible is given them to do. We must not talk over teachers' heads. Some of them don't reach very high. The plan, handbook, outline, syllabus, or whatever you choose to call it, must be suggestive and helpful. It must not be laid out into minute lessons containing prescribed questions and answers, and dealing out just so much as proper for each dose. The average teacher would fail with it as dismally as with no book whatever, and become what so many are in teaching geography — mere machines. Patent lessons are like patent medicines — equal doses for all, and nearly all humbug. Questions should come fresh from the mind of the teacher, and they will so come only from arranging her own lessons. Every effort of the teacher will meet a response from the children.

The plan then must be clearly stated for the teacher, so that it shall present tangible points so sharp that the mind will catch upon them and be set thinking. Then the battle is half won; and when, by careful study, planning, and devising, she becomes mistress of the situation, both as to the needs of the children and the manner of supplying them, then she will succeed in the best sense of the term, and the battle will be wholly won.

UNION SCHOOLS.

Supt. Ed. McLoughlin, of Fond du Lac county, writes us as follows:

"The work of the winter has, so far, been pleasant. Our schools are largely attended and well taught. Two-thirds of the schools are already visited. Teachers' associations are being held in four different parts of the county monthly. Fully two-thirds of our

teachers avail themselves of these meetings. As soon as the roads became good, we started a series of union schools throughout the county. These schools meet on Friday afternoons, and are participated in by all the schools convenient. Regular school work is done, each teacher present hearing a recitation, as far as time will permit, the classes being formed of pupils from different schools present. Much healthy strife has been engendered among pupils and teachers, and considerable enthusiasm and interest manifested among school officers and patrons. An old-fashioned spelling school is held in the evening, supplemented by music and rhetorical exercises. The words to be spelled are selected by myself from two local newspapers of certain and previously noticed dates. We have had three audiences each estimated at five hundred. We have succeeded in stirring up the people of the county if nothing else, and, in all, are having a good time."

We clip the following reports of these schools from the Fond du Lac *Reporter*, indicating something of the character of the work done:

To do justice to the union and spelling school at Eldorado Mills, Friday, January 20, would require more space than is allotted to this deparment. Seven schools, numbering 150 scholars or more, participated in the exercises of the afternoon. Each teacher conducted a recitation, previously assigned, and manifested a jealous anxiety for the creditable standing of his or her pupils. Each one did his best and at the close all felt well satisfied.

Considerable spirit was provoked by the arithmetic exercise, conducted by Mr. Crane, a very lively interest being taken in the methods of reducing fractions to least common denominators and writing decimals.

Mr. D. Watson confined himself to local geography, and gave instruction in several things pertaining thereto, that were new to many of the pupils.

Mr. Geo. Watson reviewed the causes and one or two of the early events of the revolutionary war, throwing much light on the stamp act and tea embargo.

Miss Curtis did herself full justice as a teacher of reading, bringing out the fact clearly, that to understand the meaning of a selection is truly the most essential part of reading. She also called

attention to the value of reading or studying a picture as part of the reading lesson.

Mr. Thompson gave an outline of how he teaches phonics, and called upon several members of the class for drill work in the vocal elements. Phonics is quite an innovation in the Eldorado schools, but we feel that Mr. Thompson's exercise will encourage the use and application of this important study.

The superintendent related a short story and called on several to reproduce as much of it as possible in five minutes. This was to be considered an exercise in language, and many of those called on acquitted themselves nicely. Such an exercise possesses several values, among which the cultivation of close attention and the power of correctly expressing these reproduced ideas in the pupils own language, are not the least valuable.

Many patrons made an afternoon's visit, thus showing an interest in their children's intellectual and moral progress, and a hearty sympathy and support for the educational advancement of their respective districts.

The evening exercises commenced at 8 and closed at half-past 10 o'clock, and consisted of readings, declamations, essays, music and spelling matches. It is supposed that fully four hundred persons were in attendance, and, for such a throng, closely packed into a commodious school house, the order was entirely satisfactory, and, indeed, exceeded expectations. The generous people of Eldorado Mills took care to appease the gastronomic affections of the afternoon's crowd, the whole little village vying with one another to entertain the hungry but delighted guests.

Five teachers with their pupils participated in the afternoon exercises.

One of the pleasantest events of the winter, thus far, was the union and spelling school at the brick school house in Springvale, Friday afternoon and evening, January 13. Seven schools participated in the afternoon, the attendance being one hundred; but the "whole kentry round," to the number of two hundred or more, assembled in the evening to join in a good old fashioned spelling match and listen again to the merry songs of happy school days. The afternoon session was called to order at 1:45 by the superintendent. The exercises opened by singing by Miss Hill's pupils

after which recitations in civil government, arithmetic, reading, history, and grammar were conducted by the superintendent, Mr. Watson, Mr. D. E. Whiting, Miss Hill, and Mr. Robert Whiting. Mr. Watson's work was confined to fractions, which he managed in a masterly manner. Mr. Whiting's class read an extract from Gray's "Elegy" and showed much skill in defining words and interpreting the thought; Miss Hill's work in history was on the early discoveries and settlements. She brought out clearly the causes that led to the settlement of each of the thirteen original colonies. This is a feature that is often overlooked, and wrongly too, because it opens a rich field for thoughtful study. Mr. Robert Whiting presented the subject of adjectives in an interesting manner — developing the meaning of adjectives, the classification and function of each class.

The most noticeable feature of the session was the willingness with which the pupils of the several schools joined in recitation and their promptness in answering the many questions of the different teachers.

The union meeting held last Friday at the school house in district No. 7, Byron, was a very fine affair, nine schools being represented. The teachers and scholars took a perceptible interest in the exercises. In the evening, an adjournment was taken for a few hours, after which they moved to the town hall, which proved to be by far too small to accommodate the large crowd that had assembled to witness the evening's entertainment. We believe we may safely estimate the crowd at not less than 400 persons. All the exercises, including spelling, reading, declamations, dialogues, essays and instrumental and vocal music, were good; and what wonder that the singing was good, for several who are justly celebrated for their vocal powers, entered the list.

A deaf and dumb person being asked "What is forgiveness," took a pencil and wrote a reply containing both poetry and deep truth embodied in these few words: "It is the odor which flowers yield when trampled upon."

"John," said his teacher, "I am very sorry to have to punish you." "Don't, then," said Johny, "'cause it always makes me feel bad, too. Then we'd both be sorry you did it."

FOR THE SCHOOL ROOM.

DYING WORDS.

"It is well." — Washington.
"I must sleep now." — Byron.
"Kiss me, Hardy." — Nelson.
"Head of the army." — Napoleon.
"Don't give up the ship." — Lawrence.
"Let the light enter." — Goethe.
"Into thy hands, O Lord." — Tasso.
"Independence forever." — Adams.
"The artery ceases to beat." — Haller.
"Is this your fidelity?" — Nero.
"Give Dayroies a chair." — Lord Chesterfield.
"It is the last of earth." — J. Q. Adams.
"God preserve the emperor." — Haydn.
"A dying man does nothing well." — Franklin.
"Let not poor Nelly starve." — Charles II.
"What, is there no bribing death?" — Cardinal Beaufort.
"All my possessions for a moment of time." — Queen Elizabeth.
"It matters little how the head lieth." — Sir Walter Raleigh.
"Clasp my hand, dear friend. I die." — Alfieri.
"I feel as if I were to be myself again." — Sir Walter Scott.
"Let me die to the sound of delicious music." — Mirabeau.
"I have loved God, my father and liberty." — Mme. de Stael.
"Be serious." — Grotius.
"It is small, very small indeed," (clasping her neck.) — Anne Boleyn.
"I pray you see me safe up, and for my coming down let me shift for myself" (ascending the scaffold.) — Sir Thomas Moore.
"Don't let that awkward squad fire over my grave." — Burns.
"I resign my soul to God and my daughter to my country." — Thomas Jefferson.
"I wish you to understand the true principles of the government. I wish them carried out. I ask nothing more." — Harrison.
"I have endeavored to do my duty." — Taylor.

"You spoke of a refreshment, my Emilie. Take my last notes, sit down to my piano here, sing them with the hymn of your sainted mother. Let me hear once more those notes which have so long been my solace and delight." — Mozart.

"God bless you, my dear." — Dr. Johnson.

"God bless you! Is that you, Dora?" — Wordsworth.

"Now it is come." — John Knox.

"Dying! dying!" — Hood.

"How grand these rays. They seem to beckon from earth to heaven." (The sun was shining brilliantly into the room in which he was lying.) — Humboldt.

"The people — my trust." — James A. Garfield.

HOW RUTH ANSLIE LOST AND WON.

You see, the one that stayed at the head of the spelling-class the most days in the term was to have a prize, really the most elegant Bible you ever saw, or at any rate I never saw one so handsome, but you have lived in the city and I haven't. Well, Luena Shaw and I were just even, and that very day was to decide it, because next day was examination.

The baby — our baby, I mean — was sick, and I told mother that morning Luena Shaw's baby was always well, and that was how she got ahead of me in arithmetic; but she said it was because Luena's mother was stronger than she, and so didn't need her little girl's help. That made me sorry I had been cross, and I staid till the last minute, carrying him round and round the room singing to him. I'm glad enough I did, for he didn't live long after that, and I know he was pleased to be carried, because he kept just as quiet as he could be; but, when the school-bell rang, of course, I had to go. The spelling-class came just after the prayer, and I saw Luena's book open under her desk when she bent her head. I didn't like to do that,— seems to me, I'd never pretend that way; but, if I didn't study, I felt like crying, I was so anxious. And I guess I didn't pray any more than Luena, till it came to,—

"Deliver us from evil."

I thought missing a word would be a dreadful evil, and know I did pray then.

When the class was called, I stood at the head and Luena next. All the chance I'd had to look at my lesson was just a little time till mother came and kissed me good-night and took the light away the evening before. I was so sleepy then I could hardly see the words. But I was sure on the first part; and I made up my mind, by the number of words we generally had, we were almost through the lesson, when the teacher gave out,

"Tyranny."

I couldn't remember I'd ever seen the word, and I couldn't imagine how it was spelled; but as it went on down the class, everybody missing it, I listened to the best spellers, and felt sure it was *tyr* for the first syllable, and *an* for the next. If there had been one boy below Tom Peters,— he's always at the foot and don't seem to mind it,— I should have known whether the last syllable was *ny* or *y*. As it was it came to me without my being sure. I was so frightened! I spelled well enough till it came to that last syllable. Then I hesitated a little, long enough, I suppose, for the teacher to think I'd put in two *n*'s, but I truly didn't put in but one. Just then somebody knocked at the door; and, as he started to answer it, he gave out another word. But Luena called out,—

"Aren't there two *n*'s in 'tyranny'?"

"Yes, and Ruth put in two, didn't you, Ruth?" he asked.

And then he opened the door, for the rap was repeated, and I had to wait while he showed in a visitor. The school-desks seemed to swim before my eyes. I knew he would believe me, because he had said once I was truthful; and then there was that Bible, with its splendid clasps shining like gold. Besides, it hadn't been my fault that my lesson wasn't learned, and Luena had studied hers in prayer-time. I don't know how I thought of so much in so short a time, but I seemed to see in a flash all the reasons why it wasn't fair that I should lose the prize.

But, just as soon as I thought of prayer-time, I remembered the place where I had joined in it, and the *evil* seemed now to be a lie and not losing the prize. I couldn't make it that any more. It was as if I had said, "Deliver us from *lying;*" and I thought of mother, and what she would say and how the teacher would look, if he found me out. As soon as he turned toward us again, if

you'll believe me, he gave out another word, as if nothing had happened. I spoke up loud now:

"No, sir! I didn't put in but one *n*."

He looked puzzled first, and then said, "Didn't you?" and looked sorry.

If he hadn't looked that way, I shouldn't have done it; but when Luena went above me, biting her lips to keep from laughing in my face, I couldn't speak to spell the next word he gave me. He seemed to want the visitor to hear me spell a hard word, because I had just failed. If I had spoken, I should have burst out crying; and I hate to see a big girl like me do that, so I went down again.

I told mother about it at noon, and said I'd lost the prize and another place besides, all for asking to be delivered from evil; for by that time all my wishing had come back. But she kissed me, and said it was better so; I would never have enjoyed the most beautiful prize, if it couldn't be honestly mine, and that she would give me a pretty Bible because I had told the truth. But I thought she could never afford to get me one like that I had lost; and I should have been cross, but that she seemed so worried about the baby.

When examination day came, the teacher told us to take our places in the spelling-class in alphabetical order. That is, if a girl's name began with *A*, she should stand first. Mine did, you see, so I was at the head again, but there was no comfort in that now. When the class were all in their places, he made a little speech to the visitors, for the room was full by that time, explaining about the prize. Then he said Luena Shaw had been perfect one more day than I had, and called her up to take the prize. She was dressed beautifully; but I had to wear my old plaid that had faded in the wash, because baby was too sick for mother to finish my new gown. I felt as if everything was against me that day.

Luena made the prettiest bow, and said, "Thank you, sir!" and came back up the aisle, looking so pleased. But she was good when she came to me, for she looked another way and was sober. When she was seated, the teacher cleared his throat and said,—well, I can't tell it just as it was, for I was so surprised; but he

spoke of my having been perfect in spelling so many times, and that he would have thought that I had spelled the word right only I said I hadn't. He ended by saying he wanted me to have a present, and, calling me up, handed me a Bible exactly like the other.

I didn't make a pretty bow like Luena. I just bent my head for fear he would see tears. I saw them in his eyes when I tried to whisper, "Thank you." I didn't look nicely, nor carry it off nicely either, and told mother so. But she didn't care. She just hugged me, and we were so happy over it.

On the fly-leaf of the Bible was written —

RUTH AINSLIE.

From her teacher.

"They that deal truly are His delight."

M. A. Parsons, in Christian Register.

SELECTED.

TEACHING ETIQUETTE.

Many school boards, in the west and south, are, we notice, following the example of St. Louis, and making instruction in etiquette a part of the school course. While we have no sympathy with the sticklers for mere modes and conventionalism, we hail this move as one in the right direction. There is a grave need among us for a modification and softening of our manners; when we were mere backwoodsmen, altogether shut off from intercourse with the world by trackless woods and prairies, and spending our entire days in toil, it did not matter much whether we knew how to give a salutation gracefully, how to enter and leave a room without awkwardness; in a word, whether we were conversant with the customs of the great world or altogether ignorant of them. But times have altogether changed now, and we must change with them, if we would not be the laughing-stock of our neighbors. Our backwoods and prairie homes are now next door to cities abounding in culture and refinement, if, indeed, they are not in the heart of the busy towns. The world has come to us, and since it

has brought us so much of wealth and every other advantage, we may patiently bear the restrictions it has laid upon our breezy backwoods, freedom.

The fact of the matter is, this world of men and women has learned by contact and criticism, that there is a best way of performing all of the little, unimportant actions of life, and it is a kindness to teach our careless and thoughtless young people what that best way is. There is a best way for a boy to take off his hat when he comes into the house, a best way to salute a young lady friend on the street; let him be taught this best way. There is a best way for young girls to return kindly salutations; let it be shown them. They will be happier, more at ease, and in a certain sense, better for this knowledge which costs nothing to impart, and nothing to practice. For the children must be taught that this knowledge is to be put in practice continually. Good manners are of no value to him who does not use them.

And in connection with this commendable instruction in manners, do not fail to impress upon children that the source of good behavior is found in kindness and unselfishness. The outward polish of conventionality will not long conceal a selfish, rude nature. True politeness always comes from the heart. If you are filled with love and care for others, you will be unwilling to wound them by rudeness and brusqueness of manner. You will feel more anxiety for their comfort than for your own. This wish to please will make you anxious to cultivate the "best ways" of society, and will give to your manner a grace that a knowledge of conventional customs will always enhance, though it may not, in itself, be able to create it.—*Present Age.*

A PLEA FOR THE SPELLING-BOOK.

The object of the present article is to say a word or two on the all-important and much-neglected subject of English orthography. Perhaps there is no more apparent outcome of the high-pressure style of education than this same lack. The old spelling-books and oral spelling and the spelling school accomplished much, but there was one evident lack in it all. Many a hero of the spelling school was immediately floored on a monosyllable when he came to put his knowledge into the only possible practice, viz., that of writing

a simple business or friendly letter. From this the conclusion was immediately drawn that the spelling-book was at fault, and it was cast aside in many instances, and the subject pursued in a haphazard fashion, from the readers or from the general work of the school-room.

Now it is evident to the thoughful mind that the golden mean between these two extremes should be sought. There is, perhaps, no one subject that is attracting so much worthy attention at the present time than this. The speller undoubtedly should be used. Spelling should undoubtedly be taught as a primary duty, and not as a secondary exercise, as it must necessarily become when it is taken as an adjunct and afterclap of the reading lesson. One great mistake of the old spelling-book oral spelling was that special attention was paid to catch words and those of infrequent use, while the common, necessary words of the language were only given a secondary attention. The demands of the time are for practicability, and the argument is decidedly against the person who would hold that a real achievement had been attained by the pupil who could glibly spell "belles-lettres" or "abracadabra" as long as such words as "judgment" and "separate" and "recommend" are chronically missed. The only use that can by any possible means be made of spelling is in writing; therefore words should be learned as they are used. Short sentences should be constructed in which these common words occur, concise rules should be constructed which cover the general principles of the subject; pupils should be taught to understand that they may be adepts in penmanship, may be fine Latin and Greek students and great mathematicians, and still have it all for naught if they are not good in English orthography. In other words, the fact should be impressed that it is an absolute, educational crime in a cultured period to be a poor speller of his mother-tongue.

I believe that much of the neglect in the matter of spelling has come about through the incessant talk about reformed orthography. We may pray and work with religious fervor for a reform, but until that reform comes we have nothing left but to teach according to the present standard; and, in so teaching, I believe a good book is absolutely essential to the achievement of satisfactory results.—*Ohio Educational Monthly.*

EDITORIAL.

A SIGNIFICANT article appears in the February number of *The Century*, among "Topics of the Time," entitled "The Disappearance of the School-master." The main drift of the article is good. It is the expression of a very widespread regret, that the old-time pedagogue with his liberal education, high character, strong personality, general intelligence and practical ability, commanding universal respect, and wielding great influence in society as well as in the school, is now rarely to be found. The country district no longer enjoys the benefits arising from the presence and forceful enterprise of an intelligent organizer and manager of society; the school house with its lyceum, its arithmetic, or parsing, or spelling matches between individuals, classes or schools is no longer the focus of interest and constant daily thought for the entire neighborhood, and communities have lapsed into listlessness, dullness and intellectual decay, or drifted into vicious habits or tendencies.

This is the burden of the article, and there is no doubt of the substantial truth of the allegations. But it is also true that this change, and the consequent results upon society, are not alone attributable to the disappearance of the old time school master. The recent death of the venerable Rev. Dr. Bacon, of New Haven, has called out the same complaint with reference to the decadence of the power and leadership of the ministry from many quarters.

Our purpose, however, in noticing the article mentioned is not to take issue with the facts presented, but to call attention to some of the reasons given for this "disappearance," and to suggest some others not mentioned, which to us seem more pertinent than those given. Among other reasons given for the existing conditions in the schools are the following:

"But no matter what is put into the course, it is rare that anything is taken out. The school-master finds no place on which to stand. His individuality is utterly repressed. He is a mere cog wheel in a great machine. He sinks down at last to the level mediocrity which machines always produce; he becomes a hearer of lessons, a maker of registers, a worker for examination week. It is not chiefly his fault that he does not do higher work. There is hardly space for it, and there is no market for it. * * * *

"All the world over human short-sightedness puts the means for the end. The organization and regular conduct of a school system is of value only as it helps the schools to attain their main ends. The minister of public instruction who boasted that he could look at his watch and know just what question was being asked at that moment in every school of a given grade in France, was a good illustration of the system worshiper. A system of education that defeats its own end by destroying the free and individual action of the teacher, is the nightmare of human progress. No doubt teachers of

enthusiastic devotion may do much under existing conditions, but it seems a pity to spend so much time and effort in producing unfavorable conditions."

The reference here is undoubtedly to the fact that twenty-five or thirty years ago, it was very common for college students and graduates to engage in teaching, not city schools and academies only, but village and even rural district schools. Many of these were strong and able men, fitted both by learning and natural ability to be leaders in society. Often by their preference and taste for mathematics, or language, or debate, one or more of these was made prominent in the school to such a degree that the entire neighborhood was laid under tribute to aid the contestants in their strife for supremacy.

Evenings were devoted to friendly contests in exercises in arithmetic or parsing, or declamation, debates and dialogues; scenic effects, military equipments and costuming were employed to give spice and variety to the exhibitions. We recall many such incidents of which we were a part in early life.

There are other reasons than those cited why these features of school work have largely ceased to be. We have time or space only for mentioning some of them.

The collegiate expenses at that time were very much less than at the present, and the moderate compensation of a teacher was sufficient to make up, with whatever other resources were available, the sum necessary to enable one to continue in college, or pay up the indebtedness incurred in completing the course.

There were fewer men in the average community at that time than at present, who had received more than a very elementary education, and the conditions for an easy command of position and influence were very favorable for one who had had special advantages of education, and the acquirement of general intelligence. The higher average intelligence which has come through the multiplication of books, newspapers, and means of intercourse, have greatly changed those conditions. One now to hold position equivalent to that readily accorded then to the man or woman of superior education in a small community, must be equal in culture and personal characteristics to those of this greatly extended area, with whose thoughts and powers acquaintance has been made by the means enumerated.

The great enterprises of commerce, manufacturing and tansportation, with their allied occupations, have opened lines of employment and created demands for skilled labor, with which the school cannot compete in the way of salary, without violently antagonizing the conviction of the average community of what it is proper to expend for its maintenance.

We might continue the enumeration, but it is unnecessary. The result of these and other facts which will readily suggest themselves to every reflective mind, is, that the conduct of the schools has fallen into the hands of younger, less cultured, and comparatively cheaper teachers; this has made system, and supervision more imperative. And it is an open question, after all, whether

with a course of study arranged with care and pursued under the direction of teachers of less learning, and less power in communities of prevailing intelligence and enterprise, but with some training in the philosophy of education, methods of presentation, organization and discipline, subject to systematic and authoritative supervision, on the whole better results may not be attained than the old regime produced.

That the latter were one-sided, as we say, helping the strong and quick and bright, but doing little for the weak and slow and dull, few will deny. That many teachers now are crank-turners, "cog wheels," we will all admit. But then no grindstone is worth much until put in motion by the "crank."

Let us have no pessimism in education.

THERE is probably no factor that enters more largely as an element into our modern civilization than the railroad. We have prepared an abstract of this topic and hope to secure some careful thought on this subject. To this end we will send the JOURNAL OF EDUCATION free for one year to the person sending us the best essay on this subject before May 10, 1882, substantially in accordance with the following outline:

I. History. II. Construction: *bed; ties* — cost, kind of wood, length; *rails* — material, form, weight, length, cost per pound, how fastened on track; *gauge* — broad, standard, narrow, width of each. III. Rolling Stock — *engines*, weight, cost; *cars* — passengers, sleepers — cost of each class, number wheels, number passengers which each will accommodate; freight — weight, maximum number of pounds that may be carried in each; wheels — how formed so that a curve may be turned without throwing the car off the track. IV. Employes — business and salary of solicitor, manager, conductor, brakeman; (are there brakemen on passenger trains?) V. Passenger fare in Wisconsin — single fare, round trip, 500 mile tickets. VI. Influence on civilization,— social, political, commercial, moral. VII. Correlation of railroad and producer,— on what based.

We publish below, for the use of Institutes, a table of the several lines of railroads operating in Wisconsin, with the names of principal towns connected, and distances:

NAME.— CHICAGO, MILWAUKEE & ST. PAUL.

From —	*Miles.*
Milwaukee to Chicago	83
Milwaukee to La Crosse	196
New Lisbon to Necedah	13
Sparta to Viroqua	32
Tomah to Merrill	109
Milwaukee to Horicon	54
Horicon to Portage	44
Horicon to Berlin	42

NAME.—CHICAGO, MILWAUKEE & ST. PAUL—continued.

From—	*Miles.*
Rush Lake to Winneconne	15
Ripon to Oshkosh	20
Milwaukee to Prairie du Chien	195
Mazomanie to Prairie du Sac	10
Milton to Gratiot	46
Gratiot to Mineral Point	26
Gratiot to Warren	7
Calamine to Platteville	18
Brodhead to Albany	7
Lone Rock to Richland Centre	16
Watertown to Madison	37
Madison to Portage	39
Racine to Beloit	69
Eagle to Elkhorn	17

NAME.—CHICAGO & NORTHWESTERN.

From—	*Miles.*
Chicago, via Janesville to Fort Howard	246
Fort Howard to Ishpeming	182
Chicago to Milwaukee	85
Milwaukee to Fond du Lac	63
Chicago, via Milwaukee to Fort Howard	211
Sheboygan to Princeton	79
Belvidere to Madison	69
Madison to Winona	129
Milwaukee to Madison	81
Madison to Montfort	64
Kenosha to Harvard	44
Genoa to Lake Geneva	9
Montfort to Woodman, narrow guage	20
Montfort to Galena, narrow guage	47
Lancaster Junction to Lancaster, narrow guage	12

NAME.—CHICAGO, ST. PAUL, MINNEAPOLIS & OMAHA.

From—	*Miles.*
Elroy to St. Paul	197
North Wisconsin Junction to Cable	120
Hudson to River Falls	18
Merrillan to Neillsville	14

NAME.—GREEN BAY & MINNESOTA.

From—	*Miles.*
Green Bay to Winona	214
Marshland to La Crosse	30

NAME.—MILWAUKEE, LAKE SHORE & WESTERN.

From—	*Miles.*
Milwaukee to Manitowoc	77
Manitowoc to Two Rivers	7
Manitowoc to New London	60
New London to Pelican	98
Norrie to Wausau	20
Oshkosh to Hortonville	23

NAME.—WISCONSIN CENTRAL.

From—	*Miles.*
Milwaukee to Hilbert	86
Hilbert to Green Bay	27
Hilbert to Neenah	17
Neenah to Stevens Point	62
Stevens Point to Ashland	186
Portage to Stevens Point	71
Packwaukee to Montello	7
Abbotsford to Eau Claire	65

NAME.—PRAIRIE DU CHIEN & MCGREGOR.

From—	*Miles.*
Prairie du Chien to McGregor	2

NAME.—FOND DU LAC, AMBOY & PEORIA.

From—	*Miles.*
Fond du Lac to Iron Ridge, narrow guage	30

WE have often heard teachers say that they found it difficult to arrange general exercises for the school room, for any length of time, that would interest and profit the scholars. Many of these, probably, have never attended a school where such exercises prevailed, and hence have no ideals or models for their guidance.

In the school room department, this month, we publish several selections from the last words of notable persons. Suppose you try the experiment of making that article the basis of a few general exercises, and see how it will work. Assign, for instance, four or five of the persons mentioned there to as many boys and girls, one to each. Ask them to find out all they can about the person, giving them an outline to work with; as, where and when born; where and how childhood was spent; what business was followed, with what success; what did he accomplish for himself, or for others; any incidents or anecdotes of his life; whether alive now; if not, when and where did death occur? Some other outline may be better than this; we only mention this by way of suggestion. Let some write what they find out, and read it at a designated time; let others tell, orally, rising in their seat or taking proper position to be heard, but without formality, as if declaiming. Help

them in their search for information; encourage them to seek it from intelligent people in the neighborhood, or in books of such as have these. Induct them into the knowledge of the value of encyclopædias and reference books generally. Let those who are not to be principals in the exercise seek for the information also, and be ready to add anything that may have escaped the researches of the principals.

After receiving many letters during the last month for the State Superintendent, addressed to "Edward Searing," and "W. C. Whitford," and for the Journal of Education, addressed to "Whitford & Pradt," "Whitford & Rockwood," etc., and many post-office money orders, with no clue whatever of the name of the person or persons to whom these were payable, we had it in mind to write a sharp note, reminding teachers that they ought to be sufficiently conversant with current events to know the address of the incumbent of that department of the State government which is charged with the administration of the affairs with which they have to deal every day; and so familiar with business forms that they can not only teach others how properly to transmit funds through the money order system, but do that thing themselves. But, while at the height of our "inspiration," poising our lance for a forceful and effective thrust, the eye fell upon the following paragraph in one of our State papers, edited by a State Senator, which prefaces an extract:

"The following item from the Wisconsin Journal of Education, edited by State Superintendent McGregor, indicates the value placed upon local teachers' associations by the head of our state educational system."

Our purpose weakened, faltered, fled. The sharpness gave place to intense sympathy with all uncertainty. Who is State Superintendent? and who really does edit the Journal of Education, or publish it? Can any body at Platteville tell? "Things are not what they seem."

We publish elsewhere, this month, a list of the institutes to be held this spring. The syllabus for the present year's work in institutes is already printed, and a sufficient number of copies have been sent to the county superintendents who are to hold institutes this spring to supply each teacher who will probably attend with one copy. Any such teacher failing to receive one, can obtain a copy by request on a postal card addressed to the county superintendent, or, if more convenient, to the State Superintendent, with directions where to send the same.

The subjects for attention, this year, are those related to the third form, or more advanced classes in schools. We trust all teachers who can possibly do so will avail themselves of these opportunities for revivification, and equipment for work in the school room, and that there will be large attendance, earnest attention, and hearty coöperation in all the institutes. The conductors can do much, but the teachers can do more, to make these occasions of

great interest and profit. It is easy for a conductor to help such as want to be helped; but it is well nigh impossible for him to do his best, or even good work, with prevailing listlessness, inattention and indifference.

Do not forget to take the syllabus to the institute with you.

At the recent meeting of the Board of Regents of Normal Schools, held in Madison, a bare quorum of members was present. As a consequence, no important business was transacted, and only the usual and necessary routine work was accomplished. But upon two or three questions there sprang up interesting and instructive discussions. One, especially, upon the best way of providing for critical and helpful supervision of practice teaching, was lively, sharp, and prolonged. Incidental to this, the question of directorship of model schools was brought up, and the necessity of having both of these in closest harmony with, and growing out of, the "theory" and professional inculcations of the normal department, both as a doctrine and a fact, received special attention. It is by such discussions as these that results are reached which eventuate in approximate solution of the normal problem.

The Board voted to unite in effort, if such effort shall be made, to secure the meeting of the National Teachers' Association in Wisconsin, in 1883, and requested the secretary, if practicable, to represent the Board by attendance at the meeting of the Association this year, which is to be held at Saratoga, in July.

We are glad to be able to present this month the paper read by Prof. O. T. Bright, at the semi-annual meeting of the Association upon one of the most important questions relating to school work. Mr. Bright argues his points with force and spirit, and in its presentation carried the entire audience into sympathy with his convictions. But Mr. Bright had the advantage of an admirable exemplification of his method, so that all present knew just what he wanted to have done. Perhaps if the advocates of teaching technical grammar, and "parsing," could have had one of the old time masters of that art present to follow up a vigorous presentation of the subject with an equally fortunate exemplification, those present might have been carried into exstacies over the value of such exercises. And so we come back to the consciousness that it is the personality of the teacher that has largely to do with the success of any method. Nevertheless, we hope every teacher will carefully read and ponder Mr. Bright's paper, and seriously question whether they can not arrange exercises on the basis proposed which will accomplish much in promoting the correct *use* of the English language among all grades of pupils. And perhaps Mr. Bright's little book is just what many need, in their attempts in this direction.

At the end of our editorial notice of the meeting of the Association, published last month, we said the annual meeting of the Association will be held

in Beloit next July. Of course nobody believed or was misled by that, when it was so plainly contradicted in the official report of the proceedings by the statement that that meeting will be held in Janesville.

"The wish was father of the thought" in our case, but we suspect that excuse will hardly pass among school men for — absence of truth in the statement.

NOTES.

FLORENCE TICKNER, Dunn county's ex-county superintendent, is teaching in Eau Claire, being assistant principal of the high school on the West Side.

SUPERINTENDENT ROSENBERGER, of Pierce county, has assumed charge of an educational column in the *River Falls Journal*, and makes it a lively and newsy section of the paper.

PRINCIPAL R. S. REED, of Lancaster, Grant county, writes: "We enroll seventy-four in the high school, have a reference library of over one hundred volumes, a teachers' class pursuing a course in reference to spring examination, and an attendance of about three hundred pupils in the entire school."

GOVERNOR RUSK has appointed, and the senate has confirmed, Messrs. James MacAllister, of Milwaukee county, Samuel M. Hay, of Winnebago county, and John Phillips, of Portage county, as members of the board of regents of normal schools. The governor has also appointed Messrs. Geo. H. Paul, of Milwaukee, J. M. Bingham, of Chippewa Falls, and J. C. Spooner, of Hudson, as regents of the university.

SUPT. F. O. BURDICK, of the west district, Dane county, has sent us copies of teachers' monthly reports, term report and school engagement report blanks used by him. They are excellent, plain, full, suggestive, and in the line of the best thought of the best workers. We hope all the newly elected superintendents enter upon their work with the carefulness, system and intelligence which these blanks indicate in this case.

FROM thirty to fifty active observers are receiving impressions from your manner of moving, from your tones of voice, from the disposition and temper which you exhibit before them, from your kindness or the want of it, from your earnestness of purpose, from your justice and firmness, from your efforts to make the school-room pleasant. These impressions, according to their nature, will help or hinder your work of moral instruction and dicipline.—*Prof. N. A. Calkins.*

A WISCONSIN teacher, writing from Walla Walla, W. T., writes to the *Lodi Valley News* as follows, in grateful acknowledgement of humane treatment there: "Farm hands get $30 per month, and board, and teamsters the same,

but are expected to furnish their own blankets and sleep in the barn. Why school teachers are exempt from their frigid indifference to humanity in general, is more than I can tell, but it is as strange as it is true, they allow teachers to sleep in the house and furnish them bedding and blankets. Praise the Lord!"

SOME teachers tell us they like noisy schools, because it shows mental activity. We are not aware that the brain is a complication of levers, shafts and cog-wheels, which, when set in motion, rattle like a threshing machine or plow factory. We were not aware that it took any great amount of mental power for a boy to stumble against seats, run his feet through slates, upset ink-stands, knock out stove legs, or sit down in water buckets. We want activity, but we want it in subjection. We want earnestness, but we want it subdued. There is a wide difference between noisy thoughtlessness and quiet thoughtfulness.—*Star & Times.*

THE House Committee on Postoffices have agreed to recommend the passage of a bill establishing a system of postal savings banks in this country, at which deposits of one dollar or more will be received, and interest at the rate of two per cent. will be paid. There is no doubt that such a system would be popular, as it would afford the working classes an opportunity to deposit their money where it would be absolutely secure, although the rate of interest is but nominal.

When that bill becomes a law, the way will be open for the adoption of the system of school savings banks so warmly urged by Principal Beach and Hon. S. S. Merrill, at the late meeting of the Teachers' Association.

AT the regular monthly meeting of the board of education of La Crosse, held February 6. Supt. Hardy recommended that the pay of Miss Brindley, a Platteville graduate, be increased from $37.50 to $40 per month, beginning January 1, and the recommendation was unanimously concurred in.

Following the statistical part of Supt. Hardy's report there were some recommendations made and various questions asked. The question of how far to apply general school rules in the high school in respect to retrograding pupils who persistently failed in their studies, was discussed. It was the opinion of the board that the superintendent must exercise his discretion in these matters, there being no rule that would do exact justice in all cases.

The question was asked whether it was best to spend the time prescribed in the course, in spelling, when the scholars have not the time to learn the correct spelling and meaning of the words commonly used in other lessons. The board were pretty unanimous in this matter. They did not believe in the spelling book pure and simple but thought spelling should be learned through reading and writing. President Hixon rather stood up for the old-fashioned spelling book. He recalled the habits of mental acuteness and the drill in memorizing gained by oral spelling, and made a good case. The board did not recommend a change in the rules but gave the superintendent discretionary power.—*Chronicle.*

OUR BOOK TABLE.

Words, Facts and Phrases. A Dictionary of quaint and out-of-the way matters. J. B. Lippincott & Co., Philadelphia.

This title exactly expresses the character of the book, but does not, and no description can, tell how full of interest and information it is. Written in plain and easy English, the nearly four thousand articles included in the book are replete with useful and unique revelations characterized by the absence of technicalities, dry details and scientific terms.

Golden Gleams of Thought. This work, published by Jansen, McClurg & Co., Chicago, is a compilation of exceedingly careful and discriminating selections from the very best utterances of leading orators, divines, philosophers, statesmen and poets. It is just such a book as thousands want at hand for consultation. The table of contents by topics, and the analytical index, enable one to find exactly what is wanted with a minimum of effort. The elegant mechanical execution makes it a beautiful book for presentation. Price, $2.50. For sale in Madison by W. J Park & Co.

Original Chatterbox, Estes & Lauriat, 301 Washington St., Boston. We were unable last month to find space for noticing this publication, but we hope it has not escaped the attention of many in making up lists of periodicals for the year. The illuminated frontispiece, the many expressive pictures scattered through the pages, the excellent and varied table of contents, including narratives, natural history, poetry, etc, and the extra inducements to subscribers in the way of excellent books at low prices, commend it as one of the best periodicals for juveniles now published.

Harper's Monthly, for February, opens with a very readable article: A clever town built by Quakers, finely illustrated by fifteen exquisite portraits of notable men, and views of noted buildings and scenery of Philadelphia. This is followed by an equally interesting and illustrated article on "French Political Leaders," one on "The American Life Saving Service," and one on "The Wilson Industrial School and Mission." Either one of these articles is worth a great deal more than the price of the magazine, yet altogether they occupy but fifty-six of the one hundred and fifty-six pages of reading matter in this number.

Empirical Psychology; or the Science of Mind from Experience. Published by Ginn, Heath & Co., Boston.

This is a revision of the original work by Prof. Hickok, assisted by Pres. Julius H. Seelye, of Amherst College, and the former work has been almost wholly re-written. From the very purpose of the author it follows that the volume is largely devoted to analysis of human actions from a psychological stand-point, and the construction of a science of mind from these experiences. All teachers ought to be familiar with mental science, and we know of no

better work to commend to them. It is a very readable book; clear, compact and comprehensive, remarkably free from the abstractions and obtuseness which are features of so many works of this class.

Our Little Ones and the Nursery, for February, is full of good things for the very little children. With its good white paper, large clear print, and fine pictures, full of expression and life, it will make the hearts of the children happy, and so everybody else connected with them happy. The Russell Publishing House, 149 Tremont St., Boston.

THE table of contents in *The Century* for February, is varied, and of course excellent. The serials progress with spirit and interest. Ralph Waldo Emerson's essay on "The Superlative" (in speech), is a capital one and worthy of especial note by teachers. Longfellow contributes a poem, there is a timely article on Daniel Webster, one on F. W. Robertson, by the late Dean Stanley, accompanied by a portrait, and one on the old Moravian settlement at Bethlehem, Pa. Topics of the Time are treated with vigor. We pay our respects to one of these in another column.

Treasury of Knowledge, for School and Home. By Celia Doerner. Van Antwerp, Bragg & Co., Cincinnati. The authoress of this little book has hit upon a most admirable point. It is an attempt to interest teachers and parents in efforts to promote, and children at home and in school in acquiring, the knowledge of common things, about which everybody is supposed to know a great deal, but which so many of us have frequently to confess we really know but very little. We cannot enumerate the subjects treated of; suffice it to say it deals with classifications of products, animals, plants; the habits, uses, characteristics of animals, plants; names of these as to age, sex and number; science and kindred topics; miscellaneous topics, including habits, etiquette, books, manners, etc., etc. The arrangement is excellent, the preface instructive and suggestive, and the index full. It may be obtained of H. H. Boyce, 224 and 226 State street, Chicago.

St. Nicholas for February, opens with a story of the adventures of a Mexican prince, illustrated with a beautiful frontispiece by F. H. Lungren.

Other short stories are: "The Man in the Moon," a tale full of humor, by Sophie Swett, with pictures by George D. Brush; "The Round Stone," a Hungarian Folk-story, contributed by the Hon. Jeremiah Curtin, and strikingly illustrated by Alfred Brennan; "Cornwallis's Buckles," an incident of Revolutionary times, in which figure a small girl, a cow, and the English commander-in-chief, the illustrations being by G. W. Edwards; and "Lady Ann's Valentine," a tale full of interest and tender feeling, by Sargent Flint, with a fine picture by Frank T. Merrill.

"Men-and-Animal-Shows, and How They are Moved About" is the title of an entertaining article by William O. Stoddard, crammed with information about the doings and flittings of circus-menageries. There are many illustrations to this, the first half of the article; the conclusion, which is to be even more fully illustrated, is promised for the March number.

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SELECTED.

"DUTIES AND RESPONSIBILITIES OF SCHOOL BOARDS."

(A paper read before the Michigan Teachers' Association at Lansing, December 28, 1881, by Chief Justice Cooley.)

DUTY TO OBEY THE LAW.

The first and most imperative of official duties is to obey the law. The officer is a mere creature of the statute, having no power whatever but such as the statute confers, and no right whatever to execute even these except on the terms and under the conditions which the statute has prescribed. It would seem unnecessary to state this truism, but the disregard of it is so frequent and persistent that its reiteration at every convenient opportunity becomes almost a duty. It is matter of common observation that local officers fail to appreciate the necessity of legal restraints, and habitually disregard limitations and forms which to them appear unwise or unimportant. But they should remember that the questions of policy in statutes are not for them, but for the legislature which created their offices, and which it may be assumed has prescribed no conditions and no forms which were not deemed important for the public interest. He is inexcusable, therefore, if he puts on the official harness and then assumes to reject the statutory reins. If he finds himself made personally liable in consequence,

for acting ultra vires, he is the last person who should complain of it. If he contracts debts in disregard of statutory restrictions, he ought to assume the responsibility; for he should know that taxes imposed to provide for such debts are void. It is as inexcusable for him to endeavor to throw upon the district the consequences of his illegal votes as it would be to make it responsible for his private contracts or trespasses. Others dealing with him must also at their peril take notice of the limitations of his authority. There seems to be an impression with many that if officers make an unauthorized contract of which the district has the benefit, this is an affirmation of the contract by the district; but it must be remembered that the district acts through its officers, and they can have no power to ratify their own illegal action. There is frequent occasion to apply this rule, much to the detriment of individual interests in some cases.

Some other legal rules, not expressly laid down in the statute, but implied in all legislation, are perhaps less generally known than these. One of them is that no man can have a private interest in the contracts he makes in discharge of a trust. The reason is obvious; the law cannot permit one of its officers to be tempted to betray his trust for his own advantage. One of the school board is therefore not suffered to be the contractor with the board to put up buildings or furnish supplies. This is a rule of sound morality, and though it does not as a strict rule of law apply to contracts by the board with a member of the family of one of them, it does apply as a rule of morality, and ought to be observed. Another limitation is that whatever duties the law confides to the board as such must be performed by the board as a body at meetings, and cannot be legally done by obtaining the separate assent of individual members. The law supposes there will be meetings and consultations, and that the views of one may be modified by those expressed by others; and it will not give validity to action or contracts to which the members of the board have only given individual assent without convening for the purpose. This may seem a small matter to mention in a convention like this; but important consequences very often follow from a heedless disregard of this plain rule, which, whatever one might suppose who had never considered the reasons, is as sensible as it is plain.

EMPLOYMENT OF TEACHERS.

In country school districts the chief interest in the official work for the year is very likely to center in the employment of the teacher. In determining upon this, two considerations may be expected to influence the choice: fitness for the duties, and the salary demanded for performing them.

Fitness to teach implies: 1. The necessary education; 2. Faculty in imparting instruction and tact in illustration; 3. A temperament equable either by nature or by training; 4. A sympathetic disposition; 5. A love for the work, or at least a hearty interest in it for the time being. As the number of persons of both sexes who are willing to teach is abundant, it must be assumed that the board in choosing from them will have in mind all these requisites.

Real love for the work is perhaps the one most often wanting. In many cases this is accounted for by the fact that teaching is taken up as a temporary resort or expedient to relieve present necessities, or to supply the means to reach something more desirable. Both men and women do this; many eminent men have done it as a means of enabling them to reach some other profession which attracted their ambitions, hopes and aspirations. Mr. Seward and Mr. Chase and Mr. Jacob M. Howard are familiar illustrations; but it may be doubted if they were very successful teachers. They taught as a college student might perform menial services for a time, for the mere stipend, and not from any love of the work or special interest in it. It is not necessary to affirm that such persons always prove poor teachers; but the assertion is made with confidence that as a rule no one can be a successful teacher to whom the occupation is not attractive. And one to whom the occupation is attractive will be likely to enter upon it as a profession, provided the inducements are at all correspondent to those which are offered elsewhere.

If this is true, then the school officers in employing a teacher ought to have in mind the importance of building up a profession of teachers; and they ought, all things being equal, to prefer the candidate who enters the business as a profession to the candidate who takes it up as a temporary expedient. If this were generally done the profession would be greatly strengthened, and we should have a large body of earnest, enthusiastic and ex-

perienced teachers in possession of our schools, where now, unfortunately, we have many to whom the school is a drudgery and who will make no effort to overcome their repugnance.

In many cases, no doubt, the controlling consideration in the employment of a teacher is economy, and the experienced teacher will demand more than the tyro. But nowhere is there greater danger of pressing economical considerations to a ruinous extreme than in the employment of teachers, for nowhere are the fit so much jostled and put aside by the unfit. To be useful, teachers must be respected; and to be respected they must be treated with respect. Mr. Dickens has taken pains to show this in the experience of Miss Nickleby. John Adams, at one time, when he was told by a prominent man in New Jersey that a miserable prejudice existed against men of education in that State, replied with emphasis: "It is your business, my friend, as a statesman, to soften and eradicate this prejudice." Nothing will tend more effectually in that direction than making such payment for services as shall show that ability is respected. It is a great wrong when a teacher is compelled to labor for less compensation than is given for corresponding services and equal ability in other occupations; a wrong to him because it renders him unable to make proper provision for the contingencies of life to himself and his family, and for keeping pace with the learning in his profession; but a wrong to his pupils also, because his effectiveness depends much on the treatment he receives. Albert Gallatin once said, speaking of the time immediately following the revolution: "Primary education was almost universal in Pennsylvania, but very bad, and the bulk of schoolmasters incompetent, miserably paid, and held in no estimation." Here we have cause and effect blended; fit compensation would have secured fit teachers and made them respected. A fair compensation was perhaps never so essential to public respect as it is now and in America. An able-bodied man performing intellectual labor for a bare living from hand to mouth is respected by nobody; a Socrates in rags teaching philosophy in the streets would be hooted at and perhaps arrested as a vagrant.

It is well that school officers consider with care what it is that a teacher is expected to do before they make their contract. It is certainly not to go through certain forms merely, and preserve

order for a certain number of days, weeks and months; if that were all, many a sturdy man would do it for half the price of chopping, or feeding cattle. But the teacher takes children at that period of life when they can learn with most facility, and his business is to mark out a course for them in which they can have the best and most efficient intellectual exercise, and then to aid them in obtaining that exercise in the prescribed course. The business is not a stuffing of the memory with facts or rules or solved problems, for these may or may not be useful; the real business is to start one in a course of intellectual development in such a way that he will continue and be progressive in it. If the man who offers himself as a teacher cannot do this, any price we pay him is prodigal; if he can, the salary we pay is economical in proportion as his labor is zealous and effective.

We have said that a school officer ought not to be litigious. A chance for litigation frequently grows out of contracts for teaching entered into near the close of a term of office, for the year following. A contract of the sort is very likely to create a feeling that the functions of the incoming board are usurped, and in many other states conflicting contracts have been made by the outgoing and incoming boards, followed by litigation to the great detriment of the schools. The subject is mentioned here by way of caution merely. No doubt the right to extend a school contract somewhat into another year exists; but this must be subject to the condition that it is exercised in good faith, and not with a view to forestall the action of the new board. In a few cases it will probably be found that union district boards have been expressly empowered to employ teachers for the ensuing year; but the power is one which it will generally be conducive to the peace of the district to abstain from exercising, for the obvious reason that a newly elected board will presumptively be the best exponent of district sentiment.

SUPERVISION OF SCHOOLS.

School boards have the power to establish for the government of schools such rules as are deemed necessary or useful. Unfortunately there is often a disposition to use this power to make rules which divide the district into parties. A Maine school board orders the Bible to be daily read in the schools, knowing as a result that

one religious denomination will resist and that litigation will follow. An Ohio board directs that the Bible shall not be read in the schools. In each case there is a long and bitter litigation. The board is sustained as having acted within its legal powers ; but the usefulness of the schools is impaired and the future quiet of the district imperilled. A Missouri board undertook to prescribe rules for the conduct of the children after they had returned to their homes ; but in this case they were guilty of a very plain excess of authority, though singularly enough in a recent publication emanating from the bureau of education at Washington, it is insisted that teachers should have this control. The general right to prescribe rules and enforce them by suspensions and expulsions is undoubted ; but even this is subject to limitations ; for the rules must be reasonable, and the final decision as to what is reasonable must be the judicial authorities. An action will lie for the punishment of a pupil who refuses to submit to an unreasonable rule ; and it has been held, and it is believed with justice, that a rule is unreasonable which requires all the pupils to take all the studies in a prescribed course where the parents desire that they should be excused from one or more. It is true we touch on controverted points here, but controverted points are always to be avoided when possible. Next to family litigation, school district litigation is most to be deprecated ; and the expense of it to parties concerned is the least of the attendant and resultant evils. A judicious board will not treat with contempt objections to proposed rules merely because they regard them as unreasonable ; they ought to be clearly satisfied that a proposed rule will produce good results. What is wise at one time and in one place may be unwise elsewhere ; all good government must be a compromise of views and sentiments ; and the fit ruler makes his laws as nearly as possible satisfactory not to the majority merely, but to the whole people. If he succeeds in this, the laws in general will need in their administration no physical force. The administration of the rules should in general be left to the teacher, and except in extraordinary cases, his action should be final. It has been justly held in Vermont that if the board force upon the teacher a pupil who refuses obedience, the teacher may treat this as an unlawful expulsion of himself from the school. But the teacher is more likely to err at this point than the board ; the

tendency is very strong with some to lose sight of the real purpose of schools in the anxiety to produce uniformity in routine.

PROGRAMME OF STUDIES.

A school board has large power in prescribing studies and methods; but in general this is wisely left to the teacher or superintendent. The board should be advisor to the instructors, not dictator, and if any other course is proposed it ought to be indicated to the teacher in advance of the hiring that he might know what to expect. As counselors the assistance of members of the board ought to be of great advantage, especially in giving a practical turn to instruction. One chief problem in instruction is how to impress what is taught upon the mind. Formerly this was done through physical pain; children were flogged at the boundary of estates to make sure they would always remember the landmarks, and they were required to gather fagots for coronation bonfires that they might have painful reasons for remembering the important event. Dr. Johnson thought flogging essential in instruction, though he admitted he had known cases of children maimed for life in the beating received in schools. What barbarism is this! The question how to deal with an apparently stupid child is always one of interesting the mind; if this can be done pleasantly it is obviously better than to do it with torture. In childhood a delight is remembered longer than a pain, and the practical turn that is given to instruction by the use of contemporaneous events and other matters of general interest is infinitely preferable to any species of compulsion.

MORAL SUPPORT OF THE TEACHER.

One of the chief duties of the board is to give to the teacher their moral support and assistance so long as he is conscientiously performing his duties. That this may be done the members should keep themselves in communication with the teacher and make sure that his general course has their approval. If they fail in this the responsibility for any serious fault is in part their own, and they should assume it without evasion or hesitation, and consult with the teacher with a view to the removal of any just cause of complaint. We are compelled to say that in many cases the board take a course exactly the opposite, and not only echo complaints which

are made, but magnify them to the public and assist in creating a sentiment that the teacher is unfit for his place. The very sentiment which they assisted to create is then made an excuse for advising him that his usefulness is at an end ; and if he fails to resign, he may perhaps be discharged at the expense of a law suit, or he may be suffered to remain during the life of his contract, teaching a school from which dissatisfied parties resolve there shall be no benefit.

If a teacher were like a public officer, acting independently during the continuance of his term, the members of the board might be at liberty to treat him as the general public can, and might seek to influence his action through public opinion. But he does not act independently ; on the other hand he is the subordinate of the board and, while he is expected in many matters to follow their advice, in the most important matters he is compellable to do so. The responsibility of the board for his management in some degree is therefore continuous. No fit teacher will object to this responsibility being assumed, or to any criticism of the school and its methods, which is made to the teacher himself in good spirit, with a view to improvement. Such criticism may often disclose defects in management or instruction which the teacher perceives at once when his attention is directed to them ; and still oftener the criticism may show that the teacher's methods have been misunderstood, and are satisfactory when explained.

DISCHARGING TEACHERS.

Under some circumstances the board is empowered to discharge the teacher. What these are is not defined by the statute. The form of contract prescribed by the state superintendent mentions gross immorality and violation of contract as causes. But no doubt there may be misconduct not amounting to immorality in the common meaning which would justify dismission ; and any conduct which is improper of itself and tends to defeat the purpose of the employment may fairly be considered a breach of contract. The immorality intended is not necessarily immorality in the presence of the school ; for known immorality that justly deprives him of the respect of others, inevitably takes from his influence also, and renders his example pernicious. A teacher, for example, who was

notoriously profane elsewhere than in his school, or notoriously a hard drinker, would be infinitely mischievous; it is not the place of indulgence, but the example, that renders him an unfit preceptor.

DISCIPLINE OF THE SCHOOL.

The great business of the teacher is to discipline his pupils. He cannot "add to their stature one cubit," nor to their mental nor moral capacity one new power; but he can bring them under such a process of training as will subdue their wild and untamed impulses, develop the latent energies of body, mind, and soul, and direct them to a course of right action; so that the future citizen and law-giver may be fitted for his great work and high destiny.

The object to be secured is two-fold, viz.: school vices must be prevented or cured, and school virtues must be cultivated. Among school vices, as they have been classified, are idleness, whispering, disorderly movements in the school-room, injury to property, and rudeness of speech or act in the intercourse of every day life. The school virtues to be cultivated are suggested as the opposites of these, viz.: regularity of attendance, promptness, obedience, truthfulness, earnestness, diligence, kindness, neatness, and thoroughness in the preparation and recitation of lessons.

Thorough organization and classification.—I have seen the school in operation so perfectly systematized, all its arrangements so complete, and its departments so perfectly adjusted that the workings of its machinery not only produced no friction, but created order, interest, and zeal, such as secured the desired object. I have seen these arrangements so perfect as not only to prevent general disorder, but to punish wrong without the aid of the teacher. Organization is the first business of the school-room, and nothing else should be attempted until this is accomplished. The object in view is that systematic arrangement and uniformity which will secure good order and promote studiousness. To this end the pupils should be so seated that they will appear uniform, and not disturb each other in the necessary movements of the day. The rogues should be separated, and every temptation to idleness and mischief removed. A complete division of time into periods for study, recita-

tion, and play is also necessary. A time for disorder is, however, just as necessary as a time for study; hence the teacher must provide not only regular recesses for freedom in the open air, but also occasional recesses from study (say two minutes) for the purpose of opening the safety valve of mischief and giving opportunity to whisper, ask questions, leave seats, and attend to all other necessary irregularities not allowed at other times.

All school laws must be based upon authority. — It must be distinctly understood that persuasion may never take the place of authority in school management. When, however, the *right* to maintain authority is not questioned by the pupil, or after he has been subdued to obedience, we may persuade, invite, and win. But kindness cannot supply the place of authority. Obedience is not a voluntary compliance with a request, but a hearty response to acknowledged authority — an implicit yielding to command. Such obedience, prompt and unreserved, is the duty of every pupil.

Another important agency in school discipline is work. — Both the master and his pupils must work. Indolence in him begets idleness and recklessness in them. Life, energy, and industry manifested by him will be at once reproduced in them. The teacher must work to fit himself for his high calling and to elevate his profession. He must work for his school, to interest and benefit his patrons, to rouse and inspire his pupils, and to prepare himself for his daily teaching. Indeed, the true teacher is always reading, thinking, or acting for his school.

Still another molding and controlling power in the school-room is public opinion. — This must be created and directed by the master, or he is powerless. And first of all he must create a favorable opinion of himself; that is, must gain the confidence of his patrons and pupils. To this end he must form an intimate acquaintance with both parents and pupils; he must interest himself in what interests them, and adapt himself to their varying tastes and peculiarities. On terms of friendship and in full sympathy with all, he is prepared to secure their co-operation, and thus carry out his plans and purposes for the welfare of his school.

Mental and physical recreation are important disciplinary agencies. — The mind and body are inseparably connected. Hence mental culture cannot be successfully carried on without physical cul-

ture. Both mind and body must have recreation more than the ordinary recesses and holidays afford, and as every teacher knows there are certain hours and days when the fiend disorder seems to reign in the school-room. He cannot assign any reason, but the very atmosphere is pregnant with anarchy and confusion. And what can the teacher do to overcome the evil? Let an unexpected change divert the attention of the pupils; let some general theme be introduced in a familiar lecture or exciting narrative; or, if nothing better is at hand, let all say the multiplication table, or sing "Old Hundred," and the work is accomplished. "The room is ventilated of its restless contagion, and the furies are fled. Now add to this mental the physical recreation of school gymnastics, and the remedy is still more sure. Gymnastics are not only useful and important as a means of physical development, but also of school government.

The discipline of punishment.—The circumstances connected with the offense must be carefully studied, and a distinction always made between willful and unintentional wrong. The isolated act of transgression does not indicate the degree of guilt incurred nor the kind of punishment to be inflicted; the presence or absence of palliating circumstances, the motives which generated the act, the present views and feelings of the offending pupil, must *all* be taken into the account. The master should never, therefore, threaten a specific punishment for anticipated offenses. No two cases of transgression will be exactly alike, and hence the kind and degree of punishment should be varied as the case demands. Moral influence and kindness should attend every act of severity. Never let the sun go down upon the wrath of a chastised pupil. See him alone, bring to bear upon him every moral power, treat him now with kindness and confidence, and thus restore him to duty and favor. One example to illustrate: A gold dollar had disappeared from the teacher's table while she stepped to a neighboring room. Two school girls, who were the only persons present, had disappeared. It was Saturday, and in the evening the young ladies were assembled in the public parlor for family worship. The principal, who was conducting the exercises, commenced describing the effects and consequences of having, by accident, deposited a gold dollar upon the human lungs. It would corrode and poison, produce inflammation,

disease, and death if it could not be removed. He then transferred the gold dollar from the lungs to the conscience, and portrayed the consequent guilt, remorse, anguish, and moral death resulting from such a crime, if not repented of. He presumed the young lady would gladly restore the money and save herself from the disgrace and suffering which must follow. He told her where she could leave the dollar, and that the fact of restoring it would be proof of her penitence, and would save her from exposure. In her desperation she had already thrown the gold dollar down the register; but she did borrow the amount of her teacher, confidentially, to be paid from her spending money, and deposited it as suggested. And so the whole matter was settled, and the most satisfactory results followed. The parents of the young lady never knew that anything of the kind had occurred.

The discipline of study.—Study is mental gymnastics, systematic thinking, and the end in view is development and culture. One great object of the school is to induce and direct this mental exercise. Study is of the first importance, and hence must have the first attention of every practical teacher. He teaches his pupils how to study. He shows them that it is not the number of hours spent with books in hand, but close application that secures thorough discipline and good lessons, and that self-application is the only condition of sound learning.

The discipline of recitation.—Recitation is the exercise of expression, and, like study, belongs wholly to the scholar. Study and recitation are the principal means of gaining mental power and practical ability.

The discipline of instruction.—School instruction serves to render acquired knowledge more definite and conceptions more vivid, and cultivates the power and habit of expression. And all these exercises—study, recitation and instruction—have one common end to accomplish, viz.: discipline.

There are three methods of instruction. The more common is by *questioning.* Many teachers know of no other way, and some have so little knowledge of the subjects taught that they demand to have questions prepared for themselves as well as for their pupils. And bookmakers, quick to observe the condition of the market, often line the margin of their books with leading questions to be used in

study and recitation. This is all wrong, and one of the indications of the superficiality of the age. The tendency in all departments of learning is to skim the surface and remove the necessity of thoroughness. Questioning is not the best method of instruction, nor can it be safely adopted as the only method. Yet the method has its place, and may be useful, first, to direct the attention of the pupil to special topics or thoughts which have been overlooked or omitted in the recitation; secondly, it is useful in conducting reviews and examinations.

Written answers have the advantage over verbal that they bring the scholar under rigid examination in other departments of primary instruction. A written answer exposes his penmanship, orthography, use of capitals, punctuation, and forms of expression. Hence, this method of examination should be practiced as often as time and circumstances will allow.

Lecturing is another method of instruction which has its uses and abuses. A lecture by the teacher should never be substituted for a recitation by the class. These exercises are separate and distinct in their aims and results. Many teachers suppose that the measure of their ability as instructors is the power they have to explain and talk before the class, and hence they spend the most of the hour assigned to recitation in the display of their own gift of speech. But in the recitation room the good teacher has but little to say.

Study and recitation are the principal agencies to be employed in the process of training. Instruction is useful and important only so far as it secures, directs and controls earnest study and careful recitation. Any system of instruction, therefore, which weakens the motive or removes the necessity of laborious thinking and independent expression is false in theory and ruinous in practice. The recitation should be made standing, that the pupil may be brought out prominently before the class and acquire the habit of thinking and speaking in that exposed position. This will give him confidence and self-control. But some thoughts cannot be expressed in words; these must be drawn out in figures, diagrams and maps.

The discipline of good manners.—The manners of a people surely indicate their morals; but human society itself exists only so long as the moral sense of the community is preserved. Of manners and

morals it may, then, be affirmed that the one is but the complement of the other, and that they cannot be separated.—HIRAM ORCUTT, in circular issued by *Bureau of Education.*

EXTREMES.

No credulity in this world will exceed that of a man who is just beginning to have a little experience in being sick. He will do anything anybody tells him, following forty prescriptions in rapid succession, if not all at once, hoping that some of them will hit the right place. Mark Twain once fully described this credulity in an account of how he declined to speak to an audience on account of a severe cold.

Some one told him to soak his feet and take a sweat. He did so, but discontinued the treatment just in time to save his skin from slipping off. Then he was told to stuff his cold; so he went to a restaurant and made known his object. After he had eaten awhile, the keeper of the restaurant asked him if many people had colds in that vicinity? Twain told him he thought colds were quite prevalent. Then the man went out and took in his sign. His next prescription was to take a quart of warm sea water. He drank it, and said he believed he threw up his immortal soul. He then sent word to those who asked him to speak, that he could not go.

Health-seekers are usually extremists. They think they can get well by doing some great thing. A man is told that vegetarianism will do great things for him; so he goes and buys a loaf of baker's bread and a pint of syrup, and so makes out a meal. Then he hears that a lifting machine is just the thing he wants; he gets one, and lifts himself red in the face, if he does not cause serious congestion of the brain. He learns that bathing is a fine thing, so he takes a bath in ice water in a cold room every morning. If this fails, as it always will, he starts for a Turkish bath establishment, where smothering heat is applied to every variety and stage of disease under heaven. If he has good latent vitality he may respond to this stimulating process; if not, it is likely to kill him, if he is persevering.

People get sick by habit. They grow into disease by long-con-

tinued, though slight transgression, in the majority of cases. So people grow into health, if they observe the right conditions. These are not heroic, but are mild and soothing. They comprehend moderate bathing, careful diet, scientific exercise, rest, and removal of mind and body from all that tends to distract the mind from mental repose and content. With these conditions most invalids will grow into health, though much experience and careful judgment are often necessary in the application of the simplest means, so as to produce the best results.

RECESSES.

The question of recesses is, in many respects, the most important one connected with our present school system; yet little or no attention is given to it. We are satisfied to do as our grandfathers did. The question involves the physical, intellectual and moral welfare of our children, and the solution is simple; although there is great prejudice against the entire abolition of recesses. They are becoming obsolete in the east because of their tendency to immorality.

In the Washington (D. C.) public schools there have been no recesses for thirty years; and many of the leading schools of the west have abridged or abolished them.

The schools of Aurora, Ill., avoid the boisterous brutality so often developed in the pell mell dash of the outdoor recess by a quiet indoor recreation every hour, in which the intercourse of the children and the teachers is like that in a well-ordered private house. Quiet games have their place, and the little girl's dolls are not forbidden. Those who have occasion, leave the building on permission. The summer afternoon recesses require almost the rest of the half day for an active boy to become cool enough to work after a hearty run.

A very bright boy of one of our friends was kept in his bed for two years, and is a cripple for life, from the banging against a fence given him to initiate him at a great public school, only less brutish than some decaying college customs, as hazing, because the performers have only boys' strength.

A playground under the same supervision of a teacher as the

schoolroom is one thing; an unsupervised miscellaneous throng is quite another. A little group of friends in an isolated schoolroom is one thing; a miscellaneous multitude turned loose from a big building in a cramped yard is quite another. There is little that can be ladylike or gentlemanly in the scrambling and jamming that goes on when crowds go out and come in as seen in multitudes of schoolrooms, even where the teachers think they supervise the movements at recess. In great three and four story city buildings, the rush up and down stairs is not only liable to be disorderly, but to be injurious to bodily health; and when numbers stay in the rooms, how shall the teachers make even a pretense of being with the pupils on the grounds? —*Practical Teacher.*

THE NEW APPORTIONMENT LAW.

Be it enacted, etc., That after the third of March, 1883, the House of Representatives shall be composed of 325 members, to be apportioned among the several states as follows:

Alabama	8	Mississippi	7
Arkansas	5	Missouri	14
California	6	Nebraska	3
Colorado	1	Nevada	1
Connecticut	4	New Hampshire	2
Delaware	1	New Jersey	7
Florida	2	New York	34
Georgia	10	North Carolina	9
Illinois	20	Ohio	21
Indiana	13	Oregon	1
Iowa	11	Pennsylvania	28
Kansas	7	Rhode Island	2
Kentucky	11	South Carolina	7
Louisiana	6	Tennessee	10
Maine	4	Texas	11
Maryland	6	Vermont	2
Massachusetts	12	Virginia	10
Michigan	11	West Virginia	4
Minnesota	5	Wisconsin	9

Section 2. That whenever a new state is admitted to the Union, the representative or representatives assigned to it shall be in addition to the number of 325.

Section 3. That in each State entitled under this apportionment, the number to which such State may be entitled in the Forty-

eighth and each subsequent Congress, shall be elected by districts composed of contiguous territory, and containing as nearly as practicable an equal number of inhabitants, and equal in number to the representatives to which such State may be entitled in Congress, no one district electing more than one representative. *Provided*, that unless the legislature of such State shall otherwise provide before an election of such representatives shall take place, as provided by law, where no change shall be hereby made in the representation of a State, the representatives thereof to the Forty-eighth Congress shall be elected therein as now provided by law. If the number, as hereby provided for, shall be larger than it was before this change, then the additional representative or representatives allowed to said State under this apportionment may be elected by the State at large, and other representatives to which the State is entitled, by districts, as now prescribed by law in such State; and if the number hereby provided for in any State be less than it was before the change hereby made, then the whole number to such State hereby provided for, shall be elected at large, unless the legislatures of States have provided or shall otherwise provide before the time fixed by law for the next election of representatives therein. All acts or parts of acts inconsistent herewith are hereby repealed.

DR. WILLIAM E. CHANNING ON TEACHING.

From an article published by Dr. Channing in the *Christian Examiner* in November, 1833, we make the following extracts:

There is no office higher than that of a teacher of youth; for there is nothing on earth so precious as the mind, soul, character of the child. No office should be regarded with greater respect. The first minds in the community should be encouraged to assume it. Parents should do all but impoverish themselves, to induce such to become the guardians and guides of their children. To this good all their show and luxury should be sacrificed. Here they should be lavish, whilst they straiten themselves in every thing else. They should wear the cheapest clothes, live on the plainest food, if they can in no other way secure to their families the best instruction. They should have no anxiety to accumulate property for their children, provided they can place them under

influences which will awaken their faculties, inspire them with pure and high principles, and fit them to bear a manly, useful and honorable part in the world. No language can express the cruelty or folly of that economy, which, to leave a fortune to a child, starves his intellect, impoverishes his heart.

We know not how society can be aided more than by the formation of a body of wise and efficient educators. We know not any class which would contribute so much to the stability of the state and to domestic happinesss. Much as we respect the ministry of the Gospel, we believe that it must yield in importance to the office of training the young. In truth, the ministry now accomplishes little, for the want of that early and moral discipline, by which alone a community can be prepared to distinguish truth from falsehood, to comprehend the instructions of the pulpit, to receive higher and broader views of duty, and to apply general principles to the diversified details of life. A body of cultivated men, devoted, with their whole hearts, to the improvement of education, and to the most effectual training of the young, would work a fundamental revolution in society. They would leaven the community with just principles.

We maintain that higher ability is required for the office of an educator of the young than for that of a statesman. The highest ability is that which penetrates farthest into human nature, comprehends the mind in all its capacities, traces out the laws of thought and moral action, understands the perfection of human nature, applications by which the child is to be roused to the most vigorous and harmonious action of all its faculties, understands its perils, and knows how to blend and modify the influences which outward circumstances exert on the youthful mind. The speculations of statesmen are shallow compared with these. It is the hief function of the statesman to watch over the outward interests of a people — that of the educator to quicken its soul. The statesman must study and manage the passions and prejudices of the community; the educator must study the essential, the deepest, the loftiest principles of human nature. The statesman works with coarse instruments for coarse ends; the educator is to work by the most refined influences on that delicate, ethereal essence — the immortal soul.

One great cause of the low estimation in which the teacher is now held, may be found in narrow views of education. The multitude think that to educate a child is to crowd into its mind a given amount of knowledge — to teach the mechanism of reading and writing — to load the memory with words — to prepare a boy for the routine of a trade. No wonder then that they think almost everybody fit to teach. The true end of education is to unfold and direct aright our whole nature. Its office is to call forth power of every kind — power of thought, affection, will, and outward action — power to observe, to reason, to judge, to contrive — power to adopt good ends firmly, and to pursue them efficiently — power to govern ourselves and to influence others — power to gain and to spread happiness. Reading is but an instrument; education is to teach its best use. The intellect was created not to receive passively a few words, dates, facts, but to be active for the acquisition of truth. Accordingly, education should labor to inspire a profound love of truth, and to teach the processes of investigation. A sound logic, by which we mean the science or art which instructs us in the laws of reasoning and evidence, in the true methods of inquiry, and in the sources of false judgments, is an essential part of a good education. And yet how little is done to teach the right use of the intellect in the common modes of training either rich or poor. As a general rule the young are to be made as far as possible their own teachers — the discoverers of truth — the interpreters of nature — the framers of science. They are to be helped to help themselves. They should be taught to observe and study the world in which they live, to trace the connections of events, to rise from particular facts to general principles, and then to apply these in explaining new phenomena. Such is a rapid outline of the intellectual education, which, so far as possible, should be given to all human beings; and with this moral education should go hand in hand. In proportion as the child gains knowledge, he should be taught how to use it well — how to turn it to the good of mankind. He should study the world as God's world, and as the sphere in which he is to form interesting connections with his fellow-creatures. A spirit of humanity should be breathed into him from all his studies. In teaching geography, the physical and moral condition, the wants,

advantages, and striking peculiarities of different nations, and the relations of climate, seas, rivers, mountains, to their characters and pursuits, should be pointed out, so as to awaken an interest in man wherever he dwells. History should be constantly used to exercise the moral judgment of the young, to call forth sympathy with the fortunes of the human race, and to expose to indignation and abhorrence that selfish ambition, that passion for dominion, which has so long deluged the earth with blood and woe. And not only should the excitement of just moral feeling be proposed in every study. The science of morals should form an important part of every child's instruction. One branch of ethics should be particularly insisted on by the government. Every school, established by law, should be specially bound to teach the duties of the citizen to the state, to unfold the principles of free institutions, and to train the young to an enlightened patriotism. From these brief and imperfect views of the nature and ends of a wise education, we learn the dignity of the profession to which it is entrusted, and the importance of securing it to the best minds of the community.

ANECDOTE OF WEBSTER.

When Daniel Webster's father found that his son was not robust enough to make a successful farmer, he sent him to Exeter to prepare for college, and found a home for him, among a number of other students, in the family of "old 'Squire Clifford," as we of a younger generation have always heard him called. Daniel had up to this time led only the secular life of a country farmer's boy, and though the New Hampshire farmers have sent out many heroes, as firm and true as the granite rocks in the pasture, there cannot be among the hard and homely work which such a life implies, the little finenesses of manner which good society demands. Daniel was one of these diamonds of the first water, but was still in the rough, and needed some cutting and polishing to fit him to shine in the great world in which he was to figure so conspicuously.

None saw this more clearly than the sensible old 'Squire. The boy had one bad habit at the table of which the 'Squire saw it would be a kindness to cure him. When not using his knife and fork he was accustomed to hold them upright in his fists, on either

side of his plate. Daniel was a bashful boy of very delicate feelings, and the 'Squire feared to wound him by speaking to him directly on the subject. So he called aside one of the other students with whom he had been longer acquainted, and told him his dilemma. "Now," said he, "I want you this noon at the table, to hold up your knife and fork as Daniel does. I will speak to you about it, and we will see if the boy does not take a hint for himself."

The young man consented to be the scape-goat for his fellow student, and several times during the meal planted his fists on the table, with his knife and fork as straight as if he had received orders to present arms. The 'Squire drew his attention to his position, courteously begged his pardon for speaking of the matter, and added a few kind words on the importance of young men correcting such little habits before going out into the world. The student thanked him for his interest and advice, and promised reform, and Daniel's knife and fork were never from that day seen elevated from the table.

When, after a vacation, Daniel's father brought the lad for a second term to Exeter, he put in his saddlebags a good fat turkey from the Franklin farm, which he gave to the 'Squire as an expression of his gratitude for Daniel's improved manners. We have never heard further particulars, but we hope the self-sacrificing student got the "lucky bone" when the fowl was served.—MARY GORDON in *The Advance*.

A GOOD READER.

There is one accomplishment in particular, which I would earnestly recommend to you. Cultivate assiduously the ability to read well. I stop to particularize this, because it is so very much neglected, and because it is so elegant, charming, and lady-like an accomplishment. Where one person is really interested by music, twenty are pleased by good reading. Where one person is capable of becoming a good musician, twenty may become good readers. Where there is one occasion suitable for the exercise of musical talent, there are twenty for that of good reading. The culture of the voice necessary for reading well, gives a delightful charm to the same voice in conversation. Good reading is the natural exponent

and vehicle of all good things. It is the most effective of all commentaries upon the works of genius. It seems to bring dead authors to life again, and makes us sit down familiarly with the great and good of all ages. Did you ever notice what life and power the holy Scripture has when well read? Have you ever heard of the wonderful effects produced by Elizabeth Fry on the prisoners of Newgate by simply reading to them the parable of the Prodigal Son? Princes and peers of the realm, it is said, counted it a privilege to stand in the dismal corridors among felons and murderers, merely to share with them the privilege of witnessing the marvelous pathos which genius, taste, and culture could infuse into that simple story. What a fascination there is in really good reading! What a power it gives to one! In the hospital, in the chamber of the invalid, in the nursery, in the domestic and in the social circle, among chosen friends and companions, how it enables you to minister to the amusement, the comfort, the pleasure of dear ones, as no other art or accomplishment can. No instrument of man's devising can reach the heart as does that most wonderful instrument, the human voice. It is God's special gift and endowment to his chosen creatures. Fold it not away in a napkin. If you would double the value of all your other acquisitions, if you would add immeasurably to your own enjoyment and to your power of promoting the enjoyment of others, cultivate with incessant care this divine gift. No music below the skies is equal to that of pure silvery speech from the lips of man or woman of high culture.— JOHN S. HART.

A NEW STATE.

Wait a moment, and you shall presently see a new star on our National Banner! Dakota is the next territory to be admitted into the Union of States. Not the whole of that territory, but the southern half of it constitutes the State about to be. The most careful estimates show that, already, the southern half of Dakota has almost, if not quite, a population of 150,000. It is hoped that the present Congress will pass an enabling act, designating the forty-sixth parallel of latitude as the northern boundary. This new State will have for its first settlers some of the most enterpris-

ing and intelligent American-born citizens from Minnesota, Wisconsin, Iowa, Illinois, and Michigan, with a good sprinkling direct from New England, together with a considerable number of hardy, thrifty Scandinavians. It will be as capable of self-government as Ohio, and in respect of marriage laws, it is to be hoped, better than Connecticut. Gov. Ordway, who spends most of his time in Washington, and is no favorite with the people, and whose governmental functions appear to be regarded mainly as of a decorative sort, is perhaps in no hurry to lose his appointment; and yet the people of the territory have the clearest rights to the great immunities and privileges of statehood. Note this: one-eighteenth of all the land of the territory is reserved for public school purposes, and none of it can be sold for less than $5 an acre. Her deep, rich soil, inexhaustible mines, free public lands, burdened by no grants to railroad companies; abundance of water; pure, healthful atmosphere, and good people, insure in the near future a marked prominence in the Union of the State of Dakota.— *The Advance.*

THIRTY years ago, a young minister of the gospel, we left old Massachusetts for a new city out west, to attempt the establishment of a new church. We had not been three months at our work before we discovered the law of our new western life,— to make every man or woman a man or maid "of all work" to the full extent of the capacity of the worker. So, at the close of our first year, we were not only shouldering our religious enterprise, but also serving on the school-committee, reading literary lectures in the Female Seminary, writing editorials on manners and morals for the agricultural newspaper, tramping over half a state as a lecturer, and putting in the remaining time by turning off any little odd job, like writing a governor's proclamation, or getting up the speech of a new member of the legislature, or correcting the funny English of our neighbor, the German parson, who aspired to preach, now and then, in the language of the country. In short, at the middle of the second year, human nature went down under the vast and varied occupation, and we retreated five hundred miles eastward for a five years' season of repairs. Our experience illustrates the demand that every new American community makes upon every young person whose education is an outfit for

the superior work of civilization. No contribution of capital from the great treasure house of the east to the needs of a growing state is half so valuable as its donation of educated young women and men, trained in its higher schools and colleges, bearing at their girdles the golden keys that unlock the sources of prosperity through the border-land.—*N. E. Journal of Education.*

THE most important lesson of life is to know how to be happy within ourselves when home is our comfort, and all in it, even to the dog and cat, share our affection.

OFFICIAL DEPARTMENT.

A school district is composed of an entire incorporated village, and small parts of each of two adjoining towns. The school house is in the village. No meeting of the assessors of the village and adjoining towns was requested by any person, or called or held at the time fixed by law for meeting and comparing the valuation of taxable property in the several parts of the district, separated by town lines.

Ques. Is the assessor in either town in which the school district school house is not located, liable for the forfeiture provided in sec. 471, R. S.?

Ans. It is the opinion of this department that such assessors are not liable. Either assessor, a part of whose town is included in a joint school district, may, upon his own motion, request the attendance of the other assessors at the time and place appointed for the meeting; or, if requested by any tax payer in the district, he must attend, and may request the attendance of other assessors at such time and place. There must be some preliminary steps taken to secure concert of action, otherwise in towns included in several joint districts the same time may be designated for meetings in widely separated places. In such cases arrangements might be made for an adjournment of the several meetings to one place, or to other times agreed upon by the assessors. Whenever requested to attend, the assessor must give the matter his best attention.

Ques. Can a district that has not maintained school five or more months, draw county money, or is it governed by the same law as in the State school fund income?

Ans. The law is very explicit upon the matter of apportionment of school money. Section 558 reads: No money shall be apportioned to any district, or part of a district unless the last annual report * * * shall show * * * that a school has been taught in such district * * * for at least five months during the year. * * * Other sections provide for apportionment of school moneys, but no distinction is made between that received from the State, and that received from the county, except as to the time when the apportionment is made.

Ques. When the town boards of supervisors have met for the purpose of altering the boundaries of two or more joint school districts, and found that the notices served upon the several district clerks were defective, adjourning without action, can they act again at once?

Ans. There is no legal impediment to doing so by the boards. They can proceed upon their own motion, or upon the petition of others, to hold a meeting as provided by law, and consider the same proposed alterations.

Ques. When town boards of supervisors meet to hear and determine upon proposed alterations of school districts, are they authorized to make part of the alterations proposed, and not the whole?

Ans. The boards of supervisors may make all the alterations proposed, or they may make a part of the alterations proposed, or they may refuse to make any of the alterations proposed.

Ques. Is it necessary for the person serving notices upon the district clerks to make oath to having served the notice?

Ans. It is not. The best way always when a legal notice is served, is to have the person upon whom the notice is served acknowledge the service in writing upon the notice itself, which is to be returned to the party which issued it. But a certificate of the person who served the notice is sufficient.

Ques. Can a person who graduated from the State University ten or twelve years ago, who has taught successfully sixteen months, have his diploma signed, and thus made in force and effect a State certificate?

Ans. The law does not limit the time within which a graduate may present his diploma for the purpose of having it countersigned. *After* the graduation and *after* sixteen months' experience in teaching, without regard to the *time* when the graduation occurred, the diploma may be countersigned, and thereupon become in force and effect a state certificate for life to the possessor.

COMMUNICATIONS.

HINTS ON LANGUAGE IN PRIMARY SCHOOLS.

Several years ago, while spending a few weeks at our county-seat, I was presented with a pretty little hobby-horse, named Decimal Point, but whose pet name was Dot. He has since become quite a favorite with us; not on account of his intelligence or usefulness, as a horse, but because the little ones soon learned to know him and enjoy themselves with him. And we have found that those children who ride Dot in their early life find it an advantage afterward when they ride more spirited horses and such as are harder to manage. Although Dot filled his place very well, he was not strong nor spirited enough to take us on all our journeys; so we bought Object Lesson, a grand animal! It seems almost impossible to tell his worth. Early in the morning he was ready to start and would go all day, even till late into the night, and seemed never to be tired. He would not only take us to the neighboring woods and fields where we might observe nature in all her forms and beauty; but would also take us to halls of science and learning, and also wait patiently while we called on such friends as the Seldon family, Mr. Wilson, N. A. Calkins, Mrs. Knox and others.

While traveling with a friend, in one of the southern states, we became acquainted with a Mr. Grube, who owned several fine horses. We were so much pleased with them that we urged him to part with two of them, one for each of us. He was reluctant to do so, but finally consented. At his request we named the horses after him. At first it seemed almost impossible for "Grube" to become accustomed to his new surroundings. But by humoring him with frequent visits to his former home, and by considerable

petting, he finally became attached to his new home; in fact, so much so that he was selfish and would impatiently stamp the ground while we were calling on some of our old, faithful friends. One day, as we were galloping over the hills of knowledge, I perceived that my friend's horse, which was also named "Grube," was a little awkward in his gait. My friend seemed unwilling to admit it, but finally acknowledged it and began to blame the former owner of the horse. We accordingly set out to consult with Mr. Grube. He said that the horse had, through carelessness, on the part of its present owner, become a little lame; but that careful treatment would soon remedy that evil. "Grube" proved to be a true, faithful, and affectionate animal, evincing great fondness for children, especially for Reason and Common Sense, who lived in our upper story.

Our next hobby-horse was Drawing, who, when a colt, seemed the least promising of any, but as he grew older gradually gave signs of improvement. In time, he became a neat, practical, and winning little horse, and had ways so cunningly original that he captivated every one. How proud the children were of him when he received the first premium at the fair!

Language is one of our oldest horses, and seems particularly attractive in his old age. His natural reserve makes him feel timid before the scrutinizing gaze of the present generation of wise men; therefore we shall grant him a short vacation in the country. Meanwhile we shall drop our figurative speech and say something of the general use of language in the primary school.

We often read of the "total neglect of language in primary schools." Can it be, that honest, faithful, intelligent, teachers of the present age, even *almost* "totally neglect" so important a matter? May it not be that such teachers have not been visited by authors on language? What is language, anyhow? And is the only way to teach it, to spend an hour a day on a language recitation, but ignore common errors when made? After the pupils are seated and during the ringing of the bell, the teacher brings in a cap and enquires whose it is. Several children point to a boy and say, "His'n." The teacher failing to comprehend, (?) the question is repeated, perhaps several times, when some one will be found to say: "It is Eddie's cap."

The reading lesson may be made the most useful language lesson; for by adroit questioning, the pupils will readily tell all about the lesson. Still more is gained, in the same direction, by having the pupils *write* the reading lesson correctly. In addition to the regular reading lesson, the pupils may be required to take one of the new words of the lesson and make a sentence, entirely different from that in the lesson. A very interesting exercise connected with reading is to have the pupils write a sentence in which there are two words of like pronunciation but different meaning. For instance, if the lesson is about the naughty little chicken who ran into the road against his mother's wishes; tell the children to imagine some one passing who saw this chicken, and that the person was neither walking nor running. They will soon, and with much pride and pleasure, get the sentence intended: A man rode by and saw this naughty little chicken in the road.

After the pupils have spelt their lesson on their slates, they may be required to write a sentence, from dictation, which shall include words they have previously learned with, perhaps, two or three words of the present lesson; or they be asked a practical question concerning their lesson which they are to answer in writing.

We have a few minutes before recess which might be employed in singing, but the children will sing more joyfully after they come in from play; so we ask what is on the desk. Some one says, "apple." By repeating the question we may obtain the answer, "a apple." We simply tell the children to say, "an apple" instead of "a apple;" as they are too young to learn the reasons, but may learn, observing what good usuage is, best by use. During recess some one asks, "Can me and John please get a pail of water?" If we are "lazy" we either say yes or no; otherwise we have a language lesson right there with only one pupil, perhaps the next day with another, and so on, remembering that it is "here a little and there a little." As the bell rings we hear some one say: "Teacher, Eddie, he swared," or: "Nell hurtted me," or: "Jim slunged my ball over the fence." We do not sing as long as usual, but, instead, have a short language lesson.

On the board we read: Joe is one year old, Mary is three years older; what is Mary's age? This question the pupils copy on their slates and also write: One year and three years are four years.

Mary's age is four. The pupils not only learn that 1 and 3 are 4, but how to punctuate, and copy the question neatly and correctly, also that proper names and the first word of a sentence should begin with capitals, that a verb should agree with its subject, that the comparative of old is older, and that adding s to year gives the plural form, and the possessive form. Lessons in arithmetic may also teach many other language lessons. Object lessons and lessons in "direction" are almost entirely language lessons.

About once a week pupils find great enjoyment in writing little "stories" from pictures. In the beginning they merely name objects in the picture, then write names on their slates, afterward tell and write what objects are doing. Gradually they give persons and animals names, and imagine some things which the picture does not suggest. They may also write short descriptions of some familiar objects. And how the children enjoy writing a letter to Santa Claus, telling him what they wish for Christmas, and after Christmas with what delight they relate to their teacher what Santa Claus did really bring! This the teacher may require the pupils to write to her as she would not have time to listen to each one separately, and certainly she is interested in everything which interests her pupils.

It is needless to state the objects of such lessons or point out their usefulness. Some say their pupils are stupid and that it is impossible to make them talk freely. Perhaps they have nothing to talk about. Little folks are sometimes wiser than their elders; when they have nothing to say, they are silent. Perhaps these little children are driven to school from wretched places or from fashionable *houses* where there is no home life and come with the idea, deeply impressed, that they "*must* mind, or the teacher will thrash them." When they come to school does a kind and pleasant smile greet them and do they find attractive and interesting employment? If so, would it be natural for a child to restrain his overflowing thoughts? While it is a good plan to have picture-books, tops, nine-pins, swings, puzzles, bean-bags, soap-bubbles, mouth-organs, paper-dolls, fishing-ponds, story-books, and papers, is it not still better to enter into these amusements with the children? Do not these things offer many an opportunity to teach language, and that, too, in a pleasant way? I overheard two little boys, while

looking at a picture, say: "that's me and that's you." I told them to say "that's I." It was amusing to hear them chuckle and repeat over and over again, in a whisper, "that's I." It appeared funny to them, as they probably had never heard the expression before. A great many teachers wonder why, when they have taken so much pains to teach children and train them in the right way their efforts prove failures, and why other schools, where not near the pains is taken, should have better, wiser and truer students. Perhaps those teachers fail to teach the right thing at the right time, may not have the faculty of interesting children in their work, or may do work which the pupils should do; and in government, do not feel that love, gentleness, and patience are as essential as justice, and that "example is better than precept."

But while we have been roaming off into some minister's field of advice, our hobby-horses have become restless and I imagine our new horse (Thought) has arrived and is trying to crowd them out of their stalls. But as he is quite a young colt and does not take up much room there will probably not be much notice taken of him, for the present. We hope as he grows each stall will be enlarged so that Thought may visit each stall every day, instead of having a separate stall and becoming a "hobby" horse too.

A. H.

WHITEWATER, WIS.

MILWAUKEE NOTES.

The educators of the state will follow with interest the progress of the Kindergarten movement in this city. The school board seems disposed to leave no means of success untried. A director of Kintergartens, Miss Sarah A. Stewart, is appointed in whom all our teachers place the greatest confidence. Recently Mr. J. G. J. Campbell, chairman committee on Kindergartens, and Jas. MacAlister, superintendent public schools, were authorized to inspect the workings of the system in St. Louis, where it has been in successful operation during the past six years. These gentlemen in a lengthy report to the board at the February meeting bring out some points of much interest.

The St. Louis Kindergartens are under semi-private control.

Miss Susan A. Blow, a lady of wealth and leisure, started and has sustained the system, until at present there are more than sixty Kindergartens in operation. These Kindergartens have the confidence of the public and are entirely successful. There are some points in the administration of these St. Louis schools which are to be guarded against when the system is introduced here. Owing to the semi-private management, there is lack of harmony between the primary school teacher and the Kindergarten. There is no "connecting link" between the schools. The legal school age of Missouri is six years, an age at which Kindergarten work should cease rather than begin. The system of selecting directors, well enough for the peculiar St. Louis administration, is hardly adapted to Milwaukee. Some of the Kindergartens there are overcrowded. The gentlemen named make some valuable suggestions as a result of experience gained in St. Louis.

The conditions for establishing Kindergartens are very favorable in Milwaukee. The legal school age is four years. The connecting classes are already in working order. The teachers, the board and the public have confidence in the system and will give it hearty cooperation and support.

No step should be taken by the board without due deliberation. A new feature added to the school system should be carefully managed to insure success. It is easier and wiser for the board to train its own Kindergarten directors than to depend on an outside supply. The responsible management should be retained by the board. A charge of $1 per pupil will defray all expenses for material used.

Prof. Geo. Brosius was appointed superintendent of Calisthenics at a salary of $500 per aunum, said appointment to date from January 2, 1882. Prof. Brosius served last year at a salary of $1,000, but cannot find time to do the same work this year, so accepts one half the salary.

The whole number of pupils enrolled during January was 14,-351; daily attendance was 11,829; number studying German 9019. 85 pupils received whippings which were administered by 22 teachers. 1599 pupils attend the evening schools. Seven certificates were issued by the committee on examinations.

The Committee on Music presented the following resolution at the last Board meeting :

Resolved, That at any examination of applicants for certificates of teachers, to be held after August 1st, 1883, a knowledge of vocal music, drawing and calisthenics be one of the requirements for the attainment of such certificates. Such examinations to be conducted by the superintendents of the respective branches.

Which resolution was referred to Committee on Rules.

The question of establishing ungraded departments in our schools may be settled as proposed in the following resolution by Com. Wood:

WHEREAS, Scholars thrice suspended from the public schools of Milwaukee are virtually cast upon the public highways of our city to grow up in vice and ignorance; therefore, be it

Resolved, That the School Board of Milwaukee memorialize the Legislature of Wisconsin to enact a law compelling thrice suspended pupils of the district schools of Milwaukee to attend an ungraded school, to be located in the city of Milwaukee, until they shall have arrived at the age of fourteen years. The only cause for release shall be removal from the city or physician's certificate of sickness.

Mr. J. S. Clark, of Boston, by special invitation of the School Board, lectured to the teachers on the subject of industrial education. The lecture, illustrated by numerous drawings, was well attended and proved both interesting and profitable. Mr. Clark also lectured before the Fortnightly Club and the School Board.

The evening schools, in session since November 14, closed on the fourth of March. Although the schools were not so crowded as they were last year, the pupils who attended were those who came to learn. As a result there was better order, better work done and more satisfactory attendance. One difficulty in these schools lies in the large number of pupils assigned a teacher. A teacher can do fair individual work with fifteen pupils, but some teachers had more than forty, and had exclusively to do *class* work. Such work is almost useless with pupils so different in mental abilities as our evening school pupils were. W. J. D.

BE as careful of the books you read as of the company you keep; for your habits and character will be as much influenced by the former as by the latter.

THE good fortune of the bad bows their head to the earth; the bad fortune of the good turn their faces to heaven.

EDITORIAL.

IMPORTANT CHANGES IN THE SCHOOL LAW.

The legislature this winter has made two very important changes in the school law of the state. The acts provide:

1st. The annual school meetings of all school districts in this state will hereafter be held on the first Monday in June in each year. The school officers whose terms of office would have otherwise expired at the time of holding the annual meeting in August or September next, or within ten days thereafter, will continue to hold the offices until the annual meeting in June, 1883, and so those expiring in August or September of each of the two following years, will hold the offices until the annual meeting in June following the year in which their terms would otherwise expire. This applies to *all* school districts in the state, and provides for all annual meetings to be held upon the same day. There is no longer provision for districts to elect upon which of two days they will hold annual meetings. The law does not affect cities, however, which make reports directly to the office of the state superintendent, and whose school affairs are managed by a board of education, according to provisions of special charters. The law also provides that school district boards shall meet annually, on the Saturday preceding the first Monday of June, and settle with the district treasurer, and make up a financial report to be presented to the annual meeting on the Monday following.

2nd. The census of the school population in this state will hereafter be taken on the last day of May, annually, instead of the last day of August, as heretofore. The reports of district clerks to town clerks are hereafter to be made between the tenth and fifteenth days of June each year, the reports of the town clerks to the county superintendents, are to be made between the tenth and fifteenth days of July in each year, and the reports of the county superintendents to the state superintendent are to be made on or before the fifteenth day of August each year.

These are changes which will require the especial attention of school officers, and it is especially incumbent upon county superintendents, to give early information of the matter to school district clerks. We hope the newspaper press throughout the state will call attention to the subject.

Another law which has been enacted provides for extending for five years the state aid to free high schools which has been given to these schools for the last five years.

A circular will be issued by the state superintendent at an early day, containing all the amendments to the laws relating to schools, which will be sent to school officers throughout the state.

TEACHERS' EXAMINATION FOR STATE CERTIFICATES, 1882.

I.

Board of Examiners.

The Board will consist of Prof. Jesse B. Thayer, River Falls; Prof. E. Barton Wood, Oshkosh; and Superintendent John Nagle, Manitowoc.

II.

Time and Place of Meeting.

The board will meet at Madison, August 9, 1882, at 9 o'clock A. M., and continue in session four days. The examination will be held in the senate chamber.

On Tuesday, August 15th, the board will determine the standing of the applicants and make report to the state superintendent.

Character of Examination.

For the limited (five years') state certificate, examination will be had in the branches required for a first grade county certificate with the addition of English Literature and Mental Philosophy.

For the unlimited (life) State Certificate, examination will be had in the branches required for limited state certificate with the addition of Botany, Zoology, Geology, Political Economy, and General History.

Seventy per cent. is the minimum average standard for *limited* certificate; and seventy-five for *unlimited.*

Seventy per cent. is the minimum standard for each of first grade branches, and sixty per cent. the minimum in English Literature, Mental Philosphy, Botany, Zoology, Geology, Political Economy, and General History.

The *limited* state certificate will ask for three terms of four months each of successful teaching.

The unlimited, nine terms of four months each.

Satisfactory testimonials of moral character will be required.

Applicants, who fail in any of the branches required, may for *limited* certificate present themselves, once in *one* year, for re-examination; and for the *unlimited*, once within *two* years after first examination.

In those branches in which they have passed, no re-examination will be required.

Stationery needed will be furnished by the board.

ROBERT GRAHAM, *State Superintendent.*

MADISON, March 3, 1882.

LAST evening the express company received a package of silver weighing 109 pounds, and containing $15,000.

Can the boys and girls tell what there is wrong about the above item clipped from an exchange?

Before this issue of the JOURNAL reaches our readers most of the winter schools in the country districts will have closed. Teachers and superintendents, calling up in retrospect the experiences of the season that has passed, will be asking themselves the reasons for success or failure, and begin to plan for greater efficiency in future work, and the avoidance of causes for any degree of failure hitherto operating, so far as these are under their control.

In classifying the causes of either success or failure, we think most will find that these range themselves under two general heads, viz.: 1. Time. 2. System.

It takes time to do anything. It takes a great deal of time to do the work apparently necessary to be done for every pupil in any school. School terms are short, and the time that can be devoted to any one pupil is very limited indeed. To do what an earnest teacher would like to do for every pupil seems a hopeless task, from the very want of time. Every day and every hour lost by necessary or thoughtless absence, or tardiness of the pupil, is a pain in the very heart of the teacher, not only because of the derangement occuring to the daily programme, but because just so much time is subtracted from the already too limited allotment wherein one may help that pupil. So also the pressure for time that comes through the multiplicity of classes, the many grades of pupils, the variety of text books, etc., etc., weighs heavily upon the mind, and often results in anxiety and worry exhaustive in the extreme upon the vital forces.

And just so with system, or organization, if you prefer. The difficulty here is found to be two-fold,— too much, and too little. The old plan of individual instruction is well nigh obsolete. School population has so largely increased that even if that is a better plan, it is no longer practicable. Some measure of classification is imperative. So strongly has this been urged, that no doubt in the review of their work, many will be conscious that they have erred in the extreme rigidity of their system—that the system was the end, rather than helpfulness for the pupils. On the other hand, not a few will realize that if more time had been taken carefully to study the situation, with a view to more systematic prosecution of work to reach a clearly conceived end, greater progress would have resulted, much desultory and useless effort been saved, and far less friction and irritation suffered.

Now the suggestion we want to make in this connection, for the consideration of all parties interested, is just this. The plan of a course of study for ungraded schools is designed to be helpful in both of the directions needing relief. In regard to time, it is a proposition designed to relieve the draft upon the time required to take pupils over the same ground again and again; one to give relief by providing that the work of the pupil may go on outside of the school house, and to apply the proper incentive to the pupil to carry on the work if for any reason unable to attend school; one which saves a vast amount of time by supplanting aimless, desultory, and irregular teaching

by purposeful, direct and constant effort to teach the pupil how to study, inspire him with a love of study, and judiciously assist him in studying.

In regard to system, it is a proposition to so organize the school that the force and time of teachers and pupils may be made most effective, and given the widest liberty consistent with capacity; one that shall put the limitation of a definite aim upon everything undertaken, and such occasional introspections, or examinations, if you will, as shall determine the faithfulness with which the limitation is respected. Among the means of future improvement, we trust many will give this one a fair trial.

SOMEBODY has said that when pupils are interested enough in their studies to go about the neighborhood asking questions, seeking information concerning the subjects to which they relate, that there is no longer cause for anxiety; such pupils will make progress, will grow.

Judged by this criterion, growth and progress is certainly being made in the matter of the course of study for ungraded schools. Many places in various parts of the State are bristling with interrogation points. Teachers' associations are discussing the matter. We have before us notices of such discussions in Dunn and in Jefferson counties. Our mail brings questions to this office asking for light and help. Here are two specimens just received.

The Superintendent of Pierce county writes:

"The attendance upon the teachers' associations has been unusually good this season, and the interest manifested in the work, all that could be desired. The teachers are specially anxious to know more about the 'grading system,' as they feel that there is need of more systematic work in our ranks if we are to accomplish results equal in value to the amount that is annually expended in this county for educational purposes. Would it not be well for the institute conductors to make a specialty of this subject at the institutes held in the State during the year?"

A correspondent in Winnebago county writes:

"I write you for information concerning 'the grading system,' which has been advocated for the country schools. At a teachers' association at Omro on the 25th inst. I read a paper upon the question in which I advocated the immediate *commencement* of the introduction of this system in the country schools of this county. I find that very few teachers have any definite knowledge of the system, and two or three of the principals in the county were somewhat disposed to object to the system. It was finally voted that an association be held March 11th, and that this grading system be the only subject before the association.

I feel certain that this meeting will be a most important one, and will doubtless decide in a great measure the fate of the "Grading System" in this part of Winnebago county. If its friends can go there with sufficient force and ability, and spend the time in illustrating the workings of the system, I think

the country teachers will be favorably impressed, and can be induced to adopt the doctrine, at least, and *action* will follow in some cases."

And this, sandwiched in among many questions, comes from LaFayette county:

"After much persuasion the board adopted the course of study, and I am doing the best I know how to 'even up.' The scholars know just which form they are in, and are studying very hard to finish back work. They understand that they are "First Form" scholars just as long as there is work in that form they have not completed."

We hope to make some practical suggestions upon this topic next month, in time for use in summer schools. Meantime we wish a half dozen or more of our friends would formulate the objections which are met both in theory and in practice. They will furnish us data for discussion not otherwise accessible. Send them in early.

SOON the summer schools will begin. A most interesting and profitable part of school work will be a daily general exercise of a half hour. For this the teacher must make special preparation, so that the interest of the class shall not flag, and that a clear, true presentation shall be made in outline of the subject. The *method* may vary; sometimes *conversational*, sometimes a *presentation*. The exercise should close with a review of points presented, so that teacher and pupil may clearly see what has been accomplished.

The following list of topics are suggestive:

1. Potato—history and qualities.
2. Corn—its varieties, color of each, adaptability to climate.
3. Bread—different kinds, how made.
4. Tea and coffee—Where grown, use.
5. Sugar—where grown, mode of culture.
6. Molasses—of what made, and how.
7. Butter—how made, and how preserved.
8. Bee—outline of habits, industry.
9. Foot of a fly—how fly can walk on ceiling and boy cannot.
10. Honey—what is it, and how obtained.
11. Spider—nature and habits, food; compare bee and spider.
12. Ant—Nature and habits, different kinds.
13. Caterpillar—its transformation.
14. Silk-worm—its natural habits, on what fed, how kept in colder climates.
15. Silk—whence and how obtained.
16. Silk—contrast with cotton and wool in *cost* and *usefulness*.
17. Birds—covering, bones, claws, beaks, feet, nests, feet.
18. Oyster—shell, habits.
19. Earthworm—its use to the farmer.
20. Teeth of animals—distinguish the variety and adaptation to their mode of living.

21. How does man get food from the earth?
22. How does man get clothing from the earth?
23. How does man get fuel from the earth?
24. How does man get shelter from the earth?
25. How does man get tools from the earth?
26. How does man get ideas of *beauty* and a knowledge of the Creator from a study of the earth?

The discussion may be as full of detail as the time and interest of the class will allow. The above list is probably sufficient to indicate some work for the *general exercises* for the ensuing summer schools.

WE invite the careful attention of school officers, school teachers, school patrons, and all those who prize general intelligence and good order, to the able paper which was read by Judge Cooley before the Michigan State Teachers' Association at Lansing, and which we publish in part this month, from *The School Moderator*. School men and school superintendents have said substantially the same things many times, but little heed has been given to their counsels. Here is one, however, who ranks high as a jurist, is learned in the law, and presumably reveals what he knows courts will decide in given cases. These are not opinions or arguments of a lawyer which have been bought with a price, but the kindly counsels of an eminent man of one profession graciously proffered to those of another upon matters with which they have to deal in legal forms and with legal results. So plainly and tersely are these statements made, that none will fail to understand them. So excellent is the spirit, and so entirely consonant with common sense, is the teaching, that altogether, if men will not hear this man, neither will they be persuaded though — they fall into the meshes of the law, and be depleted in pocket as the cost of rejecting the counsel of the wise.

WISCONSIN has been exceptionally fortunate in the fact that all the incumbents of the office of chief executive of the state have been very friendly to the various educational interests of the state, and many of them have been active personal workers in this direction. The mention of this subject will recall to the minds of many the services of Governors Farwell, and Harvey, and Lewis, among the earlier names, while we trust there is not a teacher in the state who does not instantly think of the long personal activity of Gov. Smith, and the munificence of Gov. Washburn, which has erected a monument to his praise at the University which is to be forever an active force in the acquisition and dissemination of knowledge. No name, however, stands higher upon this roll of honor than that of Governor LUCIUS FAIRCHILD. We are sure a multitude of teachers most heartily participated in spirit in the testimonial of respect and of rejoicing upon his return, expressed in the

enthusiastic public reception tendered to him upon his arrival in Madison, March 3d. His steadfast friendship and regard for teachers, and for the work committed to them, was so thoroughly demonstrated through all the course of his official life in this state, his personal activity was so constant, effective and widely known, that he will long be held in grateful remembrance by all school people, as he has a warm place in the hearts of all citizens for his eminent and varied public services in military and civil life.

NOTES.

M. McMahon, of Kewaunee, is at Durand, Wis., where he intends to teach during the remainder of the school year.

H. Neill, ex-County Superintendent of Schools of Columbia county, will soon go West and enter the journalistic field.

Superintendent Dike informs us that eleven schools in the northern part of Polk county have been closed on account of diphtheria.

Instructors should not only be skillful in those sciences which they teach, but have skill in the method of teaching and patience in the practice.—[Dr. Watts.

The Michigan Senate, at Lansing, has passed the bill appropriating $250,000 for the relief of the fire sufferers, and $15,000 for rebuilding burned school houses.

Our readers will notice this month the advertisement of Messrs. Ivison, Blakeman, Taylor & Co. They are the publishers of some of the most valuable and popular text books used in our schools.

An Indiana law requires the school-house door to swing outward, and all of the doors will be changed. This plan has been in use in New York city for twenty-five years, or ever since the Greenwich avenue disaster.

Miss Mary Brayman, principal of the primary department of the State Normal School, Platteville, who has been absent traveling in foreign countries the past six or eight months, was welcomed home Feb. 9th. She has resumed her place in school.

Those opposed to procuring a loan and levying a tax to build a graded school house in Greenwood, have become convinced, and the only wonder now is how we got along at all. Miss Wales at the head, and Miss Belle Andrews as primary, make it interesting.—*Neillsville Rep.*

At Albany, N. Y., plans for the addition of a normal department and model school to the high school are to be made. The school board adopted a report providing for the use of a juvenile paper or magazine in the primary reading classes, and the memorizing of short quotations for all classes.

PROF. M. M. GARVER, the newly appointed member of the Normal school faculty, from Ithaca, N. Y., arrived in Oshkosh Saturday evening, Feb. 18th.

THE teacher of our boyhood, under whom we graduated from the public schools in Brattleboro, Vt., Judge Mellen Chamberlain, librarian of the Boston Public Library, has two able articles in *The Congregationalist* on "Reading." No one knows better how to advise on this topic than Judge C.

BELOIT COLLEGE catalogue for the present year has a list of 148 students, drawn largely from Northern Il inois, as well as Wisconsin, in accordance with the idea at its establishment. The catalogue is supplemented with a list of alumni, not far from 300 in number, with residence and profession of each.

A STRONG effort is being made to secure the appointment of President A. L. Chapin, of Beloit College, to some foreign mission. We believe he has expressed a preference for the China mission, and there is no doubt that he will receive that or some other important foreign appointment. — *Janesville Gazette.*

THE Legislature of Pennsylvania last year passed this law: That the school directors are required to allow the teachers who are actually engaged in teaching school the time and wages whilst attending and participating in the exercises of the annual county institutes for the improvement of teachers. [Good!]

CARROLL COLLEGE boasts of more students than it had for several years prior to its close, and the general outlook seems to be encouraging to those who manage it. The time has come for people of this county to give all the encouragement possible to the college, and thus insure success.—*Waukesha Freeman.*

WE are receiving the Wisconsin Deaf Mute *Times*, published weekly at the Deaf and Dumb Institution at Delavan. This valuable, neatly executed quarto is printed by the pupils. The matter it contains is useful and interesting, and its typographical appearance is not easily excelled. It is edited by Miss N. E. Derby at $1 a year.

MR. JOHN P. HOWARD of Burlington, Vt., has given to the Home for Destitute Children of that city the opera-house, which he built two years ago at a cost of one hundred and twenty-five thousand dollars. During this year he has given nearly $225,000 to religious, charitable and educational institutions. Such men are ornaments to the world.

THE town of Hammond, St. Croix county, has been and is still sorely afflicted with the dread plague—diptheria. A number of deaths have already taken place among the children, and yet other cases are deemed hopeless. The malady is mostly confined to the school district just north of the village, and every precaution is being taken to prevent its spread.

THE *Green Bay Advocate* gives the following dimensions of a big tree: "There was cut, at one of Mr. L. M. Marshall's camps, near Chelsea, on the

Wisconsin Central, a few days since, on section 29, township 23, a pine tree which was cut into five sixteen-foot logs, scaling as follows: butt log, 1400 feet; second cut 1200 feet; third cut, 920 feet; fourth cut, 800 feet; fifth cut, 710 feet; total, 5030 feet."

SCHOOL DISTRICT No. 5 in the town of Loyal has a class of scholars who expect in a few weeks to complete the course of study required to be taught in our public schools. Through their efficient teacher, Mr. E. F. Priest, they have already requested the director of their district and the county superintendent to give them a final examination in the manner recommended by the state superintendent, at the expiration of the winter term.—*Neillsville Times.*

THE most important part of teaching is to teach children how to learn. Much time is wasted and great vexation caused on account of the neglect of teachers, in connection with the assignment of a new lesson, to spend a few minutes in suggesting a good way in which to learn it. The theory of obliging children to help themselves is well enough; but in our high-pressure graded system there is danger of carrying it too far. The layman who asked, "What is a teacher for, anyway, but to teach?" was not, after all, entirely out of the way.

A FEW weeks ago a teacher in the town of Linden started a night school, which is now in good running order. It is proving more of a success than was at first expected. The students attend regularly, pay promptly, and are making rapid progress in their studies. Fair visitors, with and without escorts, by their presence and attention aid and encourage the teachers and pupils in their good work. Many of the Linden people are beginning to hope that this school will become one of the permanent institutions of the village. —*Iowa Co. Democrat.*

THE efficacy of our public schools depends largely upon the interest, live personal interest, taken in their practical opperation by the patrons. The voting of ample resources and engaging able teachers is a part, not the whole, of the duty people owe to our common schools; they need to supplement this and to make possibilities become actual realities, by the encouragement of personal visits both as an incentive to the teacher and an example of live interest to the scholar. It will pay our citizens to make a note of this fact and act upon their conclusions.—*La Cross Chronicle.*

THE bill in the Wisconsin Legislature providing that a teacher who shall have successfully taught school in the state for twenty-one years shall be entitled to a life certificate, is a good one, but not good enough. One who has taught fifteen years is certainly entitled to be free from annual application for a certificate of qualification. Fifteen years is a large share of life, and with a school-teacher, of the best part of life. Anyone who has borne the wear and tear of nerves, patience and temper in the school-room successfully for that length of time, saying nothing of meeting the requirements of county superintendents' examinations every year, is entitled to a "well done, good

and faithful servant," from the state. Not many teachers can stand twenty-one years of school routine, and a great many are as well entitled to a state certificate after ten years of service as ever after. The teacher who inspired the twenty-one years bill deserves success, but she is certainly more modest in her demands than is customary when favors are asked of the state.—*Mil. Sentinel.*

THE Free Kindergarten Association of Chicago, having secured the services of Miss Matilda H. Ross, formerly Principal of Kindergarten Normal, Columbus, Ohio, and late Principal of the Kindergarten Training Department in Cook County Normal School, has opened a free training school for teachers, in Martine's building, corner of Indiana avenue and 22d street. A limited number of teachers will be trained.

THE experiment of savings banks in schools has been in operation in Belgium and other European countries for some time. It has met with great success and has proven itself a good thing in many ways. The savings were periodically gathered from the schools and deposited in government banks, where it remained at the disposal of the parents or guardians. It has been productive of economical habits among the students, and has saved to poor families a good deal that otherwise would have been squandered. Why should not American schools also adopt this plan? A few pennies each week, wastefully spent by each pupil in a large school would aggregate a large sum.—*School News.*

TEN MILLION francs were deposited by the school children of France in their school savings banks in the two years ending December 31, 1880. This sum, large as it is, and many and important as are the good uses it is likely to serve in the future, represents but a moiety of the results of the schooling of intellect, conscience, appetites, propensities and will, which went into the very beings of the children, while their savings went into the banks. If there are any legitimate arguments against school savings banks, they are of a different sort from the one above given; but of one and all of them it may safely be asserted that they have been advanced in other countries and have been trodden into the dust of contempt by legions of successful facts on the other side.—*Inter Ocean.*

WE have received a pamphlet containing the list of students who have pursued at the University at Ann Arbor, courses of instruction in the Science and the Art of Teaching. From a perusal of it we are glad to see that the department is being well sustained. Over 150 students are enrolled as having taken one or more of the courses in the last two years, and some sixty are now engaged in teaching, the majority filling important positions. This is a good commentary upon the wisdom of the step taken in founding the professorship. The six courses offered for 1881–82 cover the whole ground of the theory and practice of teaching, giving an amount of instruction abundantly sufficient to fit the teacher thoroughly for his work. We believe that under the direc-

tion of Prof. Payne this department of the University is destined to have a most beneficial influence upon the character of the teaching force in our schools, and that without covering any field legitimately belonging to any other educational agency.—*The Moderator.*

A FEW days since the teacher in the public school at La Crescent, Minn., removed some warts from the hand of one of his scholars by burning them with nitric acid and then bathing with ammonia. A day or two after, the inquisitive little fellow thought he would experiment for himself, and accordingly when the teacher was away for dinner got the bottle of acid and in handling it pulled the cork out and spilled the contents on his hand and wrist. To alleviate the pain he took what he thought to be the ammonia and turned on to the burned flesh, but unfortunately he got the wrong bottle and only added fuel to the fire by putting on prussic acid. Had it not been for the timely arrival of the teacher he would have had a very serious time of it. As it was he escaped with a badly blistered hand.

WE clip the following from the recent report of Supt. McLoughlin to the board of supervisors of Fond du Lac county:

"The beginning of the present school year has shown more marks of encouragement to teachers than they have received for years. Wages have considerably advanced in many districts, and better ability and more matured experience have been drawn into the work. So it is, and so in must continue to be, that those who are engaged in the noblest and most responsible cause assigned to man must be commensurably remunerated. A mistake that too often prevails is, that teachers earn their money easily, work but six hours a day, and that indoors, for twenty days a month, and are therefore, overpaid; while those laboring on farms, or in shops or mills, are correspondingly underpaid. Only the true teacher knows that his work is not easy, but more wearing and damaging to the system than any kind of manual labor. He who says that a teacher's day is only six hours knows not what he says. True it is his legal day; but duty to himself, to his profession, and to those for whom he works, demands much more. From dawn till dark is his dutiful day, often reaching into night, causing troubled anxiety for the morrow. This is no fictitious case but instances what has occurred time and again to be repeated in the life of every one who truly and sincerely honors his calling. No teacher is so capable as to exempt him from making special preparation for the next day's work. This must be done before and after the legal school day.

SUPT. MAHONEY reports as follows through the *Kenosha Republican:*

By the close of this week the superintendent will have visited each of the schools of the county once.

The present winter has been a very favorable one for attending school. There have been no severe storms, the weather has been very mild, and the general health throughout the county has been good. Last winter measles, whooping cough, chicken-pox, and other diseases brought the per cent. of at-

tendance down very low, and in some cases broke up the school. This winter there has been comparatively no sickness—once in a while a few days' absence caused by a sore arm, the result of vaccination, being about the only complaint. As a natural result, the attendance has been very good; in fact, the superintendent is satisfied that the per cent. of attendance has been higher thus far this winter than that of any other term during the past four years.

The schools, taken as a whole, have been good. There has been less of trouble, friction, and complaint among the schools this winter than we have ever known before.

If we might be allowed a word of advice to school officers, we would say: If you have had a good school this winter, keep the same teacher for the the summer term. Don't let a few dollars stand in the way of a good school. If your school has not been good this winter, do *not* keep the same teacher, for the probabilities are that the summer school will be worse than the winter school. If you have had a good school, but cannot retain the same teacher, hire some one that you *know* has taught a good school. Do not, if you can avoid it, take any *chances* on a teacher of whom you know nothing. Better throw your money into the fire than pay it to a poor teacher. Remember that "any one can *not* teach a summer school."

At the January meeting of the second grade teachers, a class from the Douglas school (O. T. Bright, Prin.) was present with their teacher, and occupied the entire time of the meeting to the admiration of all, and to the despair of many.

There were eighteen pupils in the class, averaging about eight years of age. 1. They read "most beautifully" matter that they had never seen before. 2. A few simple pictures were distributed to the class, each holder in turn describing his picture just as he pleased. 3. A pupil read a new piece aloud and then himself repeated in his own language the substance of it, or some other pupil did so. 4. They were furnished with cards each containing a word in type large enough to be seen across the room. The child held the card above his head, spelled the word, and pronounced a sentence of his own containing the word. 5. The teacher announced two verbs which the pupils were to put into a sentence, e. g., "see" and "break." Answer, "I see a man breaking stones." 6. The teacher would express an idea by an adverbial modifier. The pupil would express the same by means of an adjective modifier, e. g., "That boy is reading rapidly." Changed, "That is rapid reading." 7. The pupils would pluralize sentences that were proposed, e. g., "The boy draws his sled." Changed, "The boys draw their sleds."

We are sorry we cannot give a more detailed account. But the ingenious teacher, it is hoped, will find something in the above enumeration to stimulate her. The exercise was a revelation to many of the teachers, and was so perfect as to have, it is feared, a depressing effect upon some, who feel that with their children — may be foreigners — and with their inability to furnish additional reading matter, it is utterly impossible for them to attain any such results.—*Schoolmaster.*

THERE are good topics for more than one recitation in civil government in the act of Congress making a new apportionment for members of the House of Representatives, which we publish in another part of this number of the JOURNAL.

JUST as we were closing up this number of the JOURNAL, we received the following from ex-Superintendent Neill, which will be read with interest by many of the writer's co-workers, who will all wish for him success and happiness in his new home:

"Enclosed find $1.00 for my next year's subscription to the JOURNAL. Please change my address from Portage, to Big Stone City, Dakota, which will be my next field of labor. I leave Wisconsin with many pleasant recollections of its teachers, and the noble work in which they are engaged. I hope their associations and discussions may continue to be the foremost in the Union, and I shall watch with interest the pages of the JOURNAL, to read there something connected with the names of many with whom I have become familiar."

OUR BOOK TABLE.

AMERICA: *An Encyclopædia of Its History and Biography.* Stephen Morrill Newman, M. A., Ripon, Wis.

This is an elegantly printed and profusely illustrated work of 900 pages, by a Wisconsin author. The title expresses the nature of the work, and the purpose of the author is expressed in the preface by these sentences: "In the study of historical events, as in the study of objects in the natural sciences, the mind must be continually held to the *facts*. Facts are the source and proof of all our historical knowledge. A clear statement of them will almost universally arouse an interest in them." The book is not, therefore, contiuous narrative, but a collection of a vast number of facts and incidents, arranged chronologically, and covering the wide area of explorations, conquests, revolutionary struggles, political, social and industrial history, progress, and achievements, romantic adventures and marvelous inventions, relating to the discovery and development of both North and South America.

One Thousand Ways of One Thousand Teachers. S. R. Winchell & Co., Chicago, publishers.

This is another attempt to assist teachers, by bringing to their knowledge the methods of instruction, organization and discipline employed by a great many of the most successful teachers in dealing with ordinary students in the fundamental branches. Not the least valuable feature of the book is that wherein is gathered the "sayings of experienced educators."

Elements of Othoepy. By C. W. Larison, M. D., Ringoes, N. J.

Text books on Orthoepy are multiplying. This one was compiled for use in the academy of science and art at Ringoes, by the principal, and is sent by mail to teachers and school officers, on the receipt of $1.00.

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SELECTED.

"DUTIES AND RESPONSIBILITIES OF SCHOOL BOARDS."

(A paper read before the Michigan Teachers' Association at Lansing, December 28, 1881.)

(CONCLUDED.)

It is possible, perhaps, that gross want of capacity or learning might be good reason for a discharge, even though the examiners had failed to detect it; but the case would have to be too plain for reasonable doubt.

When the extreme step is taken of dismissing a teacher, the board ought to be very sure that the cause is ample. On this subject their judgment cannot be final, and it would be exceedingly unfortunate if they should exclude a teacher without sufficient cause. It will be understood that in such a case the teacher is entitled to recover damages of the district, and perhaps of the members individually if they make use of force in expelling him. A school district ought to suffer much before consenting to have its affairs overhauled before so uncertain a tribunal as a jury. And yet even in this state so small a matter as the allowance of a holiday to a teacher has been made the subject of expensive and annoying litigation.

CITY SCHOOL BOARDS.

The boards which have control of city schools are exposed to some peculiar temptations, which seem to demand a few words. Among the chief of these are the following:

1. The temptation to make the place a stepping-stone to some other which is more coveted. If this were to be accomplished through an honest and conscientious discharge of duty, not a word could be said against it; but when the task immediately in hand is to be discharged under the influence of other motives than those of duty, there is always a betrayal of trust, the extent of which will be in proportion to the temptation. One trustee may not go beyond taking up valuable time in the board with speeches made for the newspaper reporters, and which are only mischievous as they tend to make attendance at the meetings irksome to his associates, and to incline them to stay away or to be irritable, impatient and hasty in their action when they come. Another, from vanity or to court popular favor in set speeches, presents himself as the champion of some measure which he thinks popular, and if he is defeated in his advocacy of it, appeals to the people in more set speeches, and perhaps in personal abuse. Another, from mere timidity defers to what he knows is a vicious or perverse sentiment prevailing among some class of voters whose favor he would conciliate, when if he were the frank and fearless man such an officer should be he might, with bold and decided words and councils, fashion and mould the public sentiment to what it ought to be. But we cannot pause upon these evils; they are obvious as they are common.

2. The temptation to legislate too much, which begins to make itself apparent in all American legislative bodies. This leads not only to numerous, unnecessary and annoying regulations of the superintendent's action, and interferences with it, but it is also likely to interpose obstacles to the proper development of individualism among the pupils. Infinite evils have heretofore been produced in the attempt to force all the pupils through the same course of study in the same time, regardless of natural tastes, aptitude and quickness, and not the least of these has been the destruction of health in numerous instances. In this particular, much of

the government of our schools has been barbarous; and where it has not given way to the elective system to be developed and managed by the teachers with the approval of the parents, it will soon be compelled by an enlightened public sentiment to do so.

3. The temptation to procrastinate in their dealings with teachers, to their great annoyance and often to their serious injury. In cities more than in the country a satisfactory teacher expects re-employment from year to year, and he ought to be notified promptly at the close of the year, whether he is to be retained or not. Very hard cases frequently happen where teachers, expecting a re-engagement, are not notified that they are to be dropped until the vacation is almost over, and perhaps they are then thrown out of employment for a year. This is not only a great hardship, but it is a gross neglect of a very plain duty, and the consequences are likely to fall upon those who cannot bear them without suffering in person or in their families.

4. Weakly permitting those who have business with the board to approach the members and press their interests privately. We do not refer here exclusively to those who desire to furnish supplies, and who sometimes, if the opportunity is given, will offer corrupt inducements, but to every class of persons who shall attempt to any end whatever, to secure the pledge of individual members in advance of board action. Among these should be included book agents, a very persistent and not always a very scrupulous class, with whom school trustees will be wise in refusing any interviews except with their associates in organized board or committee meetings. They will be wiser still if they leave the choice of books in the main to their superintendent, who will be, what most of them are not, an expert.

SUMMARY.

A few words may summarize the course of the careful and conscientious school officer. We must first suppose the teacher to have been selected on due inquiry into his attainments, his moral qualities and his adaptation to his business. The board has bargained to make him a compensation proportionate to the service, and one that is likely to induce him to adopt this honorable and useful business as a profession. The officer now puts himself in communication with the teacher, is made acquainted with his plans

and regulations, advises any changes which seem to him to be desirable, and establishes relations of confidence such as would be expected, and indeed indispensable, as between a railroad board and their superintendent, or between the directors of a bank and their cashier. When after this the school officer hears complaint of the school, he accepts this as a complaint which personally concerns himself; inquires into its foundation; if it seems without reason, endeavors to convince its author of the fact; if it seems to have foundation, consults with the teacher, that they may correct, if possible, whatever is amiss, and labors to restore the confidence of the people in the usefulness of the teacher if in any degree it appears to have been impaired. If the teacher happens to be, as is sometimes the case, a shy man, and for that reason at a disadvantage when unreasonable complaints are made, the officer gives him the benefit of his own greater worldly experience and practical knowledge, and may not only enable him to remove the complaints but to introduce important and popular changes which the complaints suggest. In these ways the school officer may justly take pleasure and pride in magnifying his office by making it useful.

The useful ends attained by this course are:

1. Unreasonable complaints which affect the teacher's comfort and impair his usefulness are removed.

2. The confidence of the district in the teacher's fidelity to his trust and intelligent discharge of it is obtained and preserved.

3. The pupils come to understand that the teacher has the moral support and assistance of officers and patrons, and this insures their respect, and tends to check any disposition on the part of unruly persons to create disorder or make trouble.

4. The conditions most favorable to the usefulness of the schools are thus established; reforms, when practicable, are easily and harmoniously made; pupils are not invited to complain by the complaints of others, and parents, if at first they do not perceive the wisdom of any particular course assume that it is prima facie wise, and if they propose to make any question concerning it, make it with the school board, and consider dispassionately what may be said in its favor. And the school board never forget that they owe to the teacher the duty to act as the bond of sympathy between him and the people of the district, protecting him against misappre-

hension and injustice, and endeavoring to so modify any of his actions or regulations that it shall not be, and not seem, liable to just complaint.

A faithful school board, fully apprehending the importance of their duties, and discharging them in the right spirit, will soon have in their district a school which the best teacher will be proud to teach, and solicitous to obtain. If now the district shall duly appreciate good service in the officers, the board will be selected from year to year, and the board from year to year will re-engage the approved teacher, if possible.

CIVIL SERVICE REFORM IN THE NEW YORK CUSTOM HOUSE.

BY REV. R. WHEATLEY.

Since the initiation of competitive examinations, on April 3d, 1879, for vacant clerkships and other offices in the New York Custom-house, six hundred invitations have been extended by Colonel S. W. Burt, the naval officer, to sundry prominent citizens to be present at these examinations. About one hundred and fifty of the gentlemen thus invited have been in attendance, and most of them, after more or less lengthened investigation, have committed themselves in approval of the Civil Service Reform and have also arrived at the same conclusions as the writer, viz., that the examinations were conducted with entire fairness, that the examination papers were sufficiently well adapted to bring out the real degree of fitness in candidates for office, and that the methods adopted by the examiners were worthy of intelligent and cordial endorsement.

The Rev. Dr. McCosh is the only one who has expressed himself more guardedly. This is only what might have been expected from one of his cautious temperament, profound erudition, and scientific exactness. He thought that the tests of competency were too easy. He had probably compared them with those to which British candidates are subjected and with which, as a former member of British boards of examination, he is familiar. They do not reach the British standard, it is true. The competitive ex-

aminations for the East India service are said to be more severe than those for degrees at Oxford. The examinations for the internal revenue and customs departments are not as severe. Education for the civil service in Great Britain and its dependencies is special. Candidates are coached by Cambridge and Oxford professors. Special periodicals, like the *Civil Service Record*, are published in the interests of all parties concerned; but the real question, however, is not whether the American examinations have the same range and severity as the British, but whether they answer the purposes for which they have been instituted. If they do, then is the American system sufficiently stringent and exhaustive. Time and experience will develop the weak points, if there be any, and will show wherein it ought to be improved, It is, as yet, only in the tentative stage and is constantly improving.

The board of examination — consisting of Gen. N. G. Williams (formerly commanding 1st Brig, 4th Div., Army of the Tennessee), who represents Collector Robertson; John M. Comstock, representing Naval Officer Burt; and J. L. Livingston, representing Surveyor-Gen. Chas. K. Graham — is composed of thoroughly experienced and practical men, who understand the requirements of this branch of the Civil Service and who seek only the ablest and most efficient men to fill it. These gentlemen respectively propose such questions in committee as they think fit, and unitedly agree on the series to be embodied in the examination papers, and also on the symbols to be used in determining the relative merit of the candidates examined.

Every applicant for appointment must present with his application a certificate signed by two trustworthy and responsible persons, well known in the community in which they reside, that said applicant is personally known to them as a man of good moral character, temperate, industrious, and faithful to the Union and constitution of the United States. He must also present a practicing physician's certificate of his physical capacity to perform the duties of the position to which he aspires.

This primary condition had been met by each of the forty-three individuals under examination, in the writer's presence, on the 17th of January, 1882; and was also met by the candidates examined on the following day. These were aspirants to $1,200 clerkships.

Those examined on the 19 and 20th were candidates for inspector and night-inspectorships. To each applicant had been assigned a number, which number he gave to the committee as he entered a large room in the fourth story of the Custom-house, in which the examination was held. The names of the candidates were not known to the committee, nor were they demanded, nor yet allowed to be written on the examination-sheet. Instead of their names, the candidates were required to write their desk-numbers on the latter. Each of them also wrote the name of his residence and of his place of birth, the date of his birth, a brief account of his education, of his business or professional experience, whether he had proficiency in any foreign language, and whether he had ever been in the service of the United States. Information on the two last points is always desirable. On the first in the special interest of the Government, on the second in that of the candidate. The first in that of the Government, inasmuch as French, German, Spanish, Italian, Turkish, Russian, and other invoices are made out each in the language and in the currency of the country from which it comes. The foreign currency must be reduced to American equivalents, according to tables constructed by the director of the mint and published every year by the secretary of the treasury. If a clerk understands any one of these foreign languages, then, other things being equal, he is most valuable to the Civil Service because his arithmetical abilities are known, whereas an occasionally or regularly engaged interpreter may be a good linguist but a poor arithmetician. The occasional interpreter may also not wish to promote the interests of the Government. The inquiry whether the candidate has been in the United States service is made in his own interest; for, if he have, he will certainly be preferred, if qualified, to one who has not demonstrated his patriotism under his country's flag.

A searching glance at the quiet occupants of the desks, who are busy on their examination-sheets, discovers that they are well dressed, orderly, and earnest, without exception. The American people cannot wish for an apparently more promising set of candidates for its civil service. None are extremely youthful and the majority are quite mature. Turning next to the examination papers, we see that each is required to give a specimen of his abil-

ity to write from dictation, to express in figures and in words certain numerical amounts, to perform a simple operation in addition, and to solve five questions in common fractions, of which the following is a fair sample:

"A grocer, having a capital of $10,000, invested one-fifth of it in tea, at nine-sixteenths of a dollar per pound; five-twentieths of the remainder in coffee, at one-third of a dollar per pound; and eight-twenty-fifths of the rest in sugar, at five and three-sixteenths cents per pound. What quantity of each did he buy and how much money had he left?"

Knowledge of common fractions is utilized in the entry clerks' weighing and liquidating departments. The need of being able to find the ultimate fraction of cost is obvious in presence of one specimen fact. An overcharge of one-sixteenth of a cent per yard on certain imported goods brought them within the range of higher differential duties and compelled the payment of $1,500 on a single invoice more than was supposed to be due from the importer. This was unpleasant and troublesome to him. An undercharge involving a similar amount might have occasioned equal loss to the treasury. The $1,500 would pay more than one year's salary of the accountant.

Next we come to five questions in decimal fractions, the last of which is:

"A merchant bought six-eighths of four-sixths of a cargo, and sold two-ninths of his share. What part of the whole cargo did he sell, expressed in decimals?"

Then follow six questions in applied arithmetic, the third of which reads thus:

"A and B formed a copartnership. A's original capital was to B's as 5 is to 7. A withdrew two-thirds of his capital and B three-quarters of his. Their profits were $5,650. How should it be divided on the basis of the reduced capital?"

The last question is:

"What is the value of 500 sheets of copper, weighing 20 oz. avordupois per square foot, measuring 48 inches long by 15 inches wide, and worth $150 per ton of 2,240 pounds?"

The decided opinion of one business gentleman present, that any candidate who cannot readily answer such questions is not fit for employment as clerk in the Custom-house, will not meet with objection from persons uninterested as candidates or as friends of candidates.

The same remark applies with more or less force to those whose general information is so limited that they cannot answer the following eight questions, which embrace the whole of those relating to geography, history and government:

"Name one important city in each state of the Union. Name the great lakes, and the rivers connecting them. Name the principal foreign and domestic ports on the Gulf of Mexico. What large river flows into the Gulf of Mexico west of the Mississippi? Who is the reputed discoverer of the Mississippi River and by what body of men was it first explored? What important battles were fought during the rebellion on the soil of Tennessee? In what countries does republican or partly republican government prevail at the present time? By what authority may post-routes and post-offices be established?"

It is certainly desirable that the civil officials of the nation should be able to correct such false syntax as is contained in the following sentences:

"He had best have went at once. Our hope as well as our ambition are excited. The President's opinions commands respect. Money is a source of happiness, as well as misery. This sort of examples are easy."

On the tenth and last sheet the candidate is required to give a specimen of his penmanship and powers of literary composition, by writing "some account of the personal history and public administration of President Lincoln."

Of the examination to which candidates for inspectorships, at $4 per day, are subjected, it is enough to state that it is not so difficult as that of candidates for clerkships. That of candidates for night-inspectorships, at a salary of $3 per day, is the easiest of all. In addition to a written report on a supposed attempt at smuggling, discovered by him while on duty, and describing all the facts, the applicant is asked to answer a few simple questions in arithmetic, and also a few queries intended to evoke the extent of his general knowledge of the geography, history and politics of the United States. The duty of night-inspectors is such as to demand vigorous health and ordinary intelligence. It consists chiefly in guarding loaded vessels and vessels that are discharging cargo at wharves or into bonded warehouses. The questions asked most certainly do not rise above the level of intelligence required for such duties; yet all candidates do not think so. One disappointed man remarked,

as he left the room, that he had not supposed the duties of night-inspector demanded "a college education."

The time consumed by each candidate in his written answers to the questions presented is also carefully noted, inasmuch as it is manifestly one element entering into the determination of his general aptitude for the office he desires. Nothing is or need be said when the candidate leaves the room. All he has to do is to hand in his papers and retire.

The names attached to the numbers are not known to the committee until it has completed its labors. Thus all suspicion of partiality is cut off. None can be appointed to office who have not attained a minimum standing of 75 out of a possible 100. In case of a vacancy, three names highest on the list are sent in to the head of the department and from the three he makes his selection. Patriotic service in this case is of some advantage. The individuals declined resume their places on the reserved list, to come up again as occasion may serve. If not appointed for twelve months from the date of examination, they must successfully pass another ordeal to remain eligible for appointment. Appointments, when made, are for a probationary term of six months only. Then the Examining Board reports on conduct and efficiency. If both are satisfactory, the appoiutment is made permanent; if not, employment ceases.

Comparatively easy as the tests to which aspirants to the civil service are subjected are, a good many fail to abide them. Of the 85 candidates for clerkships examined on the 17th and 18th of January only 19 obtained the 75 per cent. minimum. Of the 118 competitors for inspectorships examined on the 19th and 20th only 55 passed. Of the 70 applicants for night-inspectorships only 40 passed.

Great praise is due to the Examining Board for the conscientious and painstaking care with which they have discharged their onerous duties. Perhaps it would not be amiss to add that the son of one of the members of the Board passed a very satisfactory examination, but without his father's consent, and subsequently consented to withhold his application, so that no suspicion of partiality or nepotism might attach itself to the examiners.

Are these competitive examinations fair and just? is a question

that so far as the writer knows, can only be answered by a prompt and decided affirmative. Colonel Burt, the naval officer or Comptroller of the Customs, whose duty it is to verify the clerical work done in the collector's office by repeating it, and demonstrating its accuracy by identity of result, has been in office, as subordinate or head, for 13 years. During the period in which he has been naval officer he has made or, rather, the Secretary of the Treasury has made on his nomination, 37 appointments under the civil service system now in vogue; but of all these appointees he does not know, neither has he inquired into the political affiliations of one.

The appointees under the new system are, as a whole, considerably superior to the average of those under the old in respect of ability, efficiency, ambition, and moral character. High responsible officials rate the superiority as high as 100 per cent. Of the more than 1,200 public servants employed in the custom-house prior to 1879 there were, undoubtedly, many excellent men; but there were also many who were the reverse of excellent and who received official position solely because of their partisan political services. The older officials study hard to obtain promotion under the new system, and thereby increase their own efficiency.

The new system, however demonstrable its value to the American people may be, is sure to be denounced by spoilsmen and demagogic politicians, who hold places solely through their power to dispense official emoluments to supporters. Their objections are chiefly theoretical and are best met by brief statements of authentic facts — *e. g.*, "under the civil service examinations recent graduates from school or college will be most successful." Fact: Most successful candidates have been men between the ages of thirty and thirty-nine. "Questions on geography, history, and government are better adapted to school-boys than men of the world." Fact: Applicants over thirty have been more successful than those under that age. "The system gives priority to college men." Fact: Those educated at the New York Free Academy have obtained the highest average, and those having special technological education the next. The difference between the general average obtained by men of collegiate and men of academic education is a little less than 1 per cent. in favor of the former. If the objection were true, there is no force in it. The country is entitled

to the best service that can be secured. "Neither Cornelius Vanderbilt nor George Law could have obtained a clerkship under these rules, for neither could spell correctly nor write legibly." Fact: Both the gentlemen named could serve their generation better outside than inside clerkships. Besides, clerkships in the custom-house do not need Cornelius Vanderbilts and George Laws, but men who can spell correctly and write legibly.

The fact is that the civil service reform in the New York custom-house, as far as it has gone, is a decided and gratifying success. It relieves the collector and other officials from almost intolerable persecutions; it enables them to give undivided attention to their proper duties; it cuts up the pestilent patronage system by the roots; it democratically opens the public service to all citizens on precisely the same conditions; it makes intelligence and merit the principal qualifications for office; it insures efficiency by supplementing examinations with six months' probationary service; it guarantees independence and political rights to public servants; and it gives the best class of men attainable to the responsible service of the American people.

If matured and rightly enforced, the civil service reform will exercise powerfully beneficent influence upon popular education and will give to the nation a class of public servants equal, if not superior, to that possessed by Great Britain or any other country.—*N. Y. Independent.*

OUTSIDE THE SCHOOL-ROOM.

BY SUPT. MARY ALLEN WEST.

In our last we emphasized the importance of training children to good habits in reading, and to love good reading. If such training is important in the case of pupils, it is an imperative necessity as a teacher's qualification. Hence any examination for teachers' certificates which disregards this fact is faulty. It is not an easy thing to ascertain just what are the reading habits of an applicant, but much information may be gained by such questions as these: What works on teaching have you read or studied? What educational jonrnals do you take and read? What magazines and newspapers do you habitually read? Name four miscellaneous

books you have read during the past year, and give names of authors. Name four histories or biographies. Name five noted prose writers of America; tell whether they are living or dead, and name the principal work of each. Name five poets; five writers on education — American or foreign. Name five leading educators of America; also five of any other country.

These have been among my standing general questions for years, and the result is something wonderful, if not appalling. I have noted down some of the replies, and they furnish the best possible proof that a reform is needed in the direction of teachers' reading.

Reading over these replies in cool blood, it does not seem possible that they ever could have been given by young men and women who have grown up in enlightened America, and who think themselves qualified to teach, but I can vouch for the authenticity of every one, and I have the originals of most of them now on file in my office. And the worst of it is, that I believe Knox county is no worse in this respect than her neighbors, and that each of our counties can probably show as bad a record, if superintendents will investigate the matter and record the results. This mass of ignorance, if it can manage to push its way into our public schools, is enough to weigh them down into the dust. For, "as a man thinketh so is he." And as a man readeth so in large measure does he think. As he thinks so will he teach; if his reading is limited, his thinking is narrow, and his teaching is bigoted and erroneous.

When I commenced noting down these answers, it was simply for the fun we had laughing at the blunders, but soon their sad significance drove away all thought of fun, and for years I have noted them down, to study the relation of the question of reading to a person's qualifications as a teacher. These are a few of the conclusions:

That the character of an applicant's reading determines or at least coincides with his ability to pass examination in the branches required by school law. I leave you to decide whether this is a case of "*cum hoc, ergo propter hoc*" or not, but it is a fact that those whose reading seems confined to partisan newspapers and sensational novels almost invariably fail to pass examination in history, geography and spelling.

Only last week a young gentleman, who gave as the *educational*

journals which he read, the Chicago *Times* and the New York *World,* and who seems never to have read any books, told me that "John Hancock was a great general, took part in the battle of Gettysburg. He was the only one that gained a great victory." His sister, whose reading seems to be co-extensive with his own, tells us that "John Hancock, he is our president." She also gives this astonishing bit of information: "Balboa crossed the Isthmus of Suez and discovered the Pacific Ocean; he named it the South Sea because it was so free from storms. He was a Spanish *enthusiasm,* lookjng for the fabled fountain of immortal youth."

These two and their friends doubtless think it very hard that I I remand them to the shades of private life, especially as one of them stands 90 in arithmetic. But every judicious parent and teacher knows that it is not safe to entrust the training of undeveloped minds to those whose own minds are in such chaotic confusion. Just think of this jumble: Darien and Suez — South Sea because pacific — Balboa and Ponce de Leon! "Angels and ministers of grace defend us!"

Among living American prose writers, we find here enumerated Spencer, Chaucer, Shakespeare, Tennyson, Dickens, etc. The enumerators give us such "news" as this: "Hudson invented the Fulton steemboat." "Senator David Davis represents Utah, and has six wives." "There were three kinds of government in the Colonies before the Revolution, Kingdom, Empire and Republic." "The colonists came *of* best at New York, the dutch paid the English $25 for the sight." The spelling, punctuation and capitalization are exactly copied. The same is true in the following: "A Lincoln dide April 19 he was berried at Spring field Ill over the same roote in which he went to Washington. The cares were Draped in black, the principil buildings ever person wore badge of mourning."

The questions concerning educational books and papers, and concerning educators, trouble these would-be teachers very much. Time and time again comes the answer: "I take no educational journal; never read any book on teaching;" and they sit in helpless amazement when comfronted with the questions concerning educators. "What does this question mean?" asked one of these innocents last Saturday. In replying I most unfortunately make

the remark, "What would you think of an applicant for admission to the bar who could not name four prominent lawyers, or writers upon law, in the United States?" Imagine my horror on examinining her papers to find this statement: "I can't remember any great educators of America, but can give some lawyers, Schoville, who sentenced the assassin who murdered our President." This young lady gave "Mary J. Homes" as the leading prose writer of America.

A young lady came last Saturday to take the examination — as she said, "just to see how you do things," as she has a school engaged in a neighboring county — and who gave the usual "not any" answer in regard to professional and standard books read — gave also this information: "The Suez canal is between North and South America, its importance is to import and export between the two countries." She also told us that "the third reader class should be learned language orally at each time of reading." I don't claim to be more generous than common people, but I freely relinquish *that* teacher to my brother superintendent without a murmur.

The second conclusion reached is, that if applicants whose reading is limited do pass examination and secure a school, they seldom make a success of teaching. Their teaching has too much of the "letter that killeth," and too little of the "spirit that maketh alive." From this class come the "verbatim teachers," those whose delight is in classes who repeat glibly whole pages of the text-book, albeit it may be with greater fidelity to sound than sense.

We dwelt so long upon the first conclusion that we have not room to devote to the second; but we commend it to the consideration of school officers and parents who prefer to have their children trained to *thinking* rather than to parrot-like recitation.—*Present Age.*

A FEW MISUSED WORDS.

It may be said of the misused words of our common speech that their name is legion. This article takes up only a few of the numerous instances of carelessness in the use of some short words. Take the little word *but*, invaluable in its proper place; how useless does it seem in the combination phrase so often heard, *doubt but*

that. "I cannot doubt *but* that it is true." "There is no doubt *but* that he will be there," etc. In this place the *but* should always be omitted, its insertion quite reversing the meaning of the sentence. *But* is also frequently wrongly used for other conjunctions, as: for *if* in such phrases as—"I should not wonder *but* John went;" for *than*, as, "no other resource *but* this was permitted us;" for *that*, "There is no doubt *but* he will come;" for *though*, "This is a most mistaken construction, *but* often used." In the last example it may be said that the use of *but* is barely allowable.

And is frequently used for other words, as for *to* and *or;* for example: "Try *and* do what you can for me," meaning, "Try *to* do what you can;" and "a learned language like the Greek *and* Latin," that is, the Greek *or* Latin.

Apt is often incorrectly used in the sense of *likely*, as "Where shall I be *apt* to find him?" meaning, *likely* to find him.

As is often used for *that* and *so.* "Not *as* I know," should be "Not *that* I know." "Not *as* well done as the other" should read "not *so* well done."

How is used in many instances in place of *that*, as "I have heard *how* American tourists have demoralized European servants." *That* fully conveys the sense here; *how* always implies not a statement of fact merely, but the manner in which something has been done, as "I have heard *how* he accomplished his evil purpose against us."

Like for *as* is one of the most frequently misused words. Like is followed by an object only, and cannot take a verb in the same construction. You can say that "John looks like his brother," for the sense of this sentence here is complete without a verb, but you cannot say "John speaks *like* James does," but "John speaks *as* James does."

Most is frequently used when *almost* would be much better. "He comes here *most* every day," better *almost* every day.

Ought and *should* are often used indiscriminately. They both imply obligations, it is true, but *ought* refers to a moral obligation, while *should* may mean a mere advisability, a preferable choice of action.

The frequent use of the word *real* in the sense of *very*, as *real* nice, *real* sweet, etc., is to be greatly condemned.

THE MEMORY.

The memory was seemingly depreciated in the discussions at our recent Normal Institute in Little Rock. I say seemingly, for I am confident that such was not the real purpose of those who spoke of memory. What was meant will have the assent of every intelligent teacher, and of every student of the human mind.

The memory should not do the work of the reasoning and the perceptive faculties. Whenever an attempt is made to have the memory do the work of these faculties, failure is the inevitable result. It is worse than useless to allow or make pupils commit to memory the word of a proposition in geometery, or to have them commit to memory details relating to scientific questions about which they have no proper conception. In teaching any branch of study, the attempt to load the memory with formulas and descriptive details is unprofitable. The power of repeating the knowledge of others is not a very valuable acquisition. Knowledge, to be useful, must become identified with our own intellectual processes. The practice of teaching children to repeat the knowledge of others' memoritor from books, has lead to a reaction against the legitimate and proper training of the memory.

The tendency of ideas in regard to education is toward the cultivation of the senses. The eye that can see things as they are; the hand that has the nicest sense of touch; the ear that has an acute and accurate perception of sound, are the things aimed at in education by a class of writers and teachers. All other instruction, while not denied a place in education, is put upon an inferior footing. The advance made in physical sciences requires increased cultivation of the sensory and perceptive faculties. Skill in the practical walks of life requires highly cultivated senses. Purely intellectual processes are on this account undervalued.

The intellect — the mind — is the storehouse, however, in which all our sense-perceptions are stored for use when needed. The memory is the name we give to that faculty of the mind that treasures up all our mental acquisitions of every kind. Perhaps memory is wanting to mankind more than any other intellectual power. The memory is protean; in other words, there are a great many peculiarities of memory. Some persons have a scientific

memory; they can remember the form, the peculiarities, and the structure of plants and animals. Others can remember mathematical forms, formulas and theorems. Others can remember form in its artistic proportions. Others remember forms of rhetorical and imaginative beauty. Memory, in all these phases, is, however, the same power of retaining our mental acquisitions, from whatever source they are obtained. The peculiarties of memory are easily accounted for, when we come to reflect upon the way in which knowledge is fixed in the memory.

Those who undervalue memory may well be invited to consider what an important part it plays in our intellectual processes. The large vocabulary that we need for any extended communication with the educated, or any scientific or literary topic, must be kept in the memory; and so kept that it comes unbidden when we want it. In the manifold details of an extended business operation, a vigorous and responsive memory is needed. Even in those intellectual operations which are called reasoning, the memory plays an important part. Take, for illustration, a proposition in geometry. The most elementary proposition rests upon a number of definitions and axioms. In a great many propositions a number of other theorems must be used, and these must be carried in the memory. The whole science rests upon the number of concepts of form, which are stored in the memory. There is no doubt, however, that these concepts are acquired through the senses, and if the sense perceptions are accurate and clear, the memory will retain them, and reproduce them the better as we may need them.

Now let us consider briefly another class of subjects. The current events, the news of the day; the information that must be acquired from books by lawyers, doctors, preachers, teachers and students puts heavy demands upon the memory. The important position, then, that the memory holds in our intellectual make-up is obvious.

While it is true that the memory has often been put to wrong uses, it is also true that it has been neglected. It receives no training directed mainly to its cultivation. In its cultivation, the mind should be stored with images of beauty. Gems of poetry and oratory should be committed to memory.

The question will probably arise, how is the memory to be im-

proved? The more deeply a subject arrests the attention, and the deeper the impression it makes, the longer it will be retained in the memory. The power of fixing the attention by a trained will is the first requisite in obtaining a good and accurate memory. Clearness of perception is essential. A subject should be dwelt upon until it is clearly apprehended in all its bearings. It requiries time for a perception to make an impression. An object may pass so rapidly across the field of view that visual perception is impossible; so a thought or concept may remain in the mind too short a time to make an impression. Repetition will often have to be resorted to in order to secure a permanent impression. We find this well illustrated in learning the forms of a foreign language. Here constant repetition is required. Peculiarities of memory are due to the intellectual likes and interests. Some subjects deeply engage the attention of another person.

The scientific memory is, without doubt, best cultivated by training the observing powers, for by this means the requisite interest, attention and clearness of perception for securing the conditions of remembering are obtained. It is, however, necessary, to be borne in mind that memory has to deal with a very great number of details that are only remotely connected with sense-perception.— *Arkansas School Journal.*

PRIMARY WORK IN COUNTRY SCHOOLS.

This subject is more or less neglected, both in theory and practice. Journals neglect to insist upon the advanced methods being carried into the primary work of the ungraded schools. The district teacher reading these articles soliloquizes thus: "This is all very well for a graded school; but I have no time for any such work. It is all I can do to hear the little ones read and spell."

This should not be. You may not be able to use the methods recommended to the same extent they are used in our graded high schools. If, however, you cultivate the spirit of willingness, you will find the time and way will be provided in due season. I visited a school once where the little folks were seated upon a high

bench, with primer or first reader in hand. Poor little ones, how my heart went out to them. Nothing to do, apparently, but stare at the visitors. That their business for the time being, they seemed too intent on doing it well. A most excellent trait to cultivate, if only it go out in the right direction. To be sure the teacher was not to blame for the uncomfortable bench; therefore, before entering upon the teacher's duties, I will speak to the *directors* of country schools, with the hope that at least some of our country directors read educational journals, and try to do their part toward the improvement of the schools of their district.

In the first place, after providing a pleasant room, with plenty of light, furnish nice desks, with comfortable seats, then plenty of blackboard. Next secure the best maps and charts, for older pupils, with the addition of such articles as will aid the teacher in his *primary* work. The teacher who reads and thinks on this subject will find many ways to render learning a delightful task to the young pupil. It is a dull, monotonous route which these young people of many of our country schools are compelled to travel during the first two or three years of school life. If your directors do not try to remedy the evil by furnishing such articles as you recommend for this purpose, do so at your own expense. The cost is comparatively small, and will repay you eventually. An earnest, enthusiastic worker never remains long in obscurity. Some more enlightened "Board" will hear of you, and *pay you well* for your services.

The teacher who reads educational journals, and visits our best schools, in search of new ideas and methods, will find them; will learn what to do with the little folks, as well as older pupils. Too many teachers of district schools think if the child has a primer, with a slate and pencil, he has all that is necessary. Very little, if any, work is given to keep those little brains and hands busy when not reciting. The child, left to amuse himself, will draw pictures that mean nothing; or, worse still, will draw the pencil, one move after another, in rapid succession, across the slate, aimlessly, but by no means noiselessly, until the entire school is disturbed. Not unfrequently a slate drops on the floor, from the listless child who has so tired of trying to amuse himself that his slate has become a

burden to him, for which piece of childish carelessness he will receive a reprimand, if not a blow. If the proper attention is given the youngest pupil from the first day school opens, much of this trouble will be averted.

Too little attention is paid to writing and numbers in the primary classes of our district schools. If you cannot give more, give the primary pupils ten minutes a day for numbers. If you cannot give ten minutes, give five. If you cannot give five, give them three minutes. In this way you cannot detract much, if any, from older pupils' advantages, while you will add greatly to that of the younger ones. There are few district schools where numbers commence with the primer or lower class. There are even some where they remain in lamentable ignorance of that branch until ready for the second or third reader; and, indeed, instances have been known where pupils did not take up numbers until prepared for the fourth reader. Step by step with these oral lessons pupils will obtain a thorough knowledge of the four simple rules of arithmetic, which they should have before given a text-book. Writing should also receive attention from the first, and the pupil be taught to write as he is to read.

You may not be able to give much time to drawing, but you can obtain some primary drawing cards and place an easy figure on the blackboard, to be followed by one more difficult when this has been mastered. Thus you will make the child's picture-making mean something. Study the best and most interesting methods for your little folks. You may not be able to do as much, or as well, as the graded primary teacher, but that by no means excuses you from your duty to do the best you can. In proof that this work may be accomplished under the disadvantages of an ungraded school, we have the successful experience of different energetic and enthusiastic country school teachers. Teachers of large schools, too, who labored under every disadvantage common to an ungraded school.

We cannot tell what district may be nourishing an embryo president. We have certainly the notable fact staring us in the face that every president has been a country boy, who in early life attended a district school.— *Exchange.*

KNOWING WHAT TO TEACH.

Inasmuch as teaching is causing another to know, it is essential that he who teaches shall not only know *whom* he is to teach, but also know *what* he is to teach; that he shall first know for himself that which he is to cause another to know.

Yet there is no commoner mistake in teaching than for a teacher to suppose that it is unnecessary for him to know at the beginning of the lesson hour all that he would have the scholar know at its close. You will ten times hear a teacher's complaint that his scholars do not study, where you once hear a teacher's confession that he goes to his class without knowing that which he is set to cause his scholars to know. Yet a scholar's study in advance of the school-hour is not indispensable to a teacher's teaching, whereas a teacher's knowledge of that which he is to teach, *is* indispensable. Study on the scholar's part is very important in its place, important to the scholar in the exercise of his mental faculties, and in the storing of his mind; but the scholar's preliminary study is no part of a teacher's teaching; it is not an element of the teaching process. That which a scholar has learned all by himself, before he and his teacher came together, the *scholar* deserves all credit for; that which the *teacher* is to cause a scholar to know must be the teacher's possession before he can make it the scholar's possession.

If hearing a recitation were teaching, *then* it would not be necessary for "a teacher" to know in advance that which his scholar was to recite in the class. The real work in such a case would be the scholar's, in his preliminary study of the matter. The "teacher's duty might be performed by a vigorous hold on the question book in the class hour; and the exercise of his lungs in asking the questions, or in giving the word for a start; of his eyes in following the lesson text; and of his ears in noting the recitation. Such "teaching" as that would not require any special preparation by the teacher for his class work, week by week. Much that is called "teaching" is, however, just that and no more; but calling it teaching does not make it teaching. It is *not* teaching, whatever it is called. Teaching involves and necessitates both a teacher and a scholar, and also a preliminary knowledge by the teacher of that

which he is to cause the scholar to know by the aid of his teaching. In Boston harbor there is a reformatory school ship, on which boys are placed to learn the rudiments of navigation, and of mental and religious knowledge. One day, while the superintendent of that school-ship was on shore, a stranger visited the vessel, and, according to custom he addressed the boys collectively.

According, also, to a too common custom of talkers, if not of teachers, the stranger attempted to make use of illustrations with which he was unfamiliar, by indulging in nautical figures of speech, where he was at every disadvantage with his bright sailor-boy hearers. When the superintendent returned, he said to the boys, at their evening gathering for prayer, "Boys, I understand you had a stranger to talk to you to-day." "Yes, sir!" "Yes, sir!" came up from a hundred voices. "Well, what did he talk to you about?" "About two things he didn't understand!" was the unexpected response from one sharp boy. "Why, what two things were those?" "Ships and religion!" was the witty answer, as giving the measure of that talker's knowledge of the topics he attempted to handle deftly. It would be well if no one since that stranger had attempted to teach what he didn't understand.

One thing is very sure, unless you know clearly, before you begin to teach, just what you would cause your scholars to know by your teaching, they are not likely to know clearly, when the class hour is over, just what you have caused them to know by your teaching. He must not only know what he would *tell* to his class, but he must know what he can cause the members of his class to *know* with the help of his teaching. It might answer in Dotheboys Hall, before Mr. Dickens laid bare the methods of that Yorkshire Institution, to prescribe a dose of sulphur and molasses for all the school boys alike, on a winter's morning, whatever was the state of their appetites and digestive organs; but that would hardly be called a wise medical treatment of the young in any first-class boarding school at the present day.

To know what you are to teach, necessitates an intelligent study of your lesson, with the scholars whom you are to teach, before your mind's eye, while you are studying. You must consider well the capabilities and needs of your class as a whole, and of your scholars individually. You must know what there is in the day's lesson,

which it would be well for *your* scholars to know. You must know also whether or not your scholars can be made to know just *that*. If it is within the possibilities of their comprehension, then it is for you to get it fully and fairly into your mind, in order that it may be transferred to their minds. Until you know the lesson in this way, you do not know *what you are to teach* — and surely you are not prepared for teaching until you know this much! — *S. S. Times.*

HOW LAND IS DIVIDED.

THE CONGRESSIONAL SURVEY — DESCRIPTIONS OF THE VARIOUS DIVISIONS OF LAND.

In 1802 Jared Mansfield introduced in congress a bill providing for a survey of the public lands belonging to the United States. In accordance with this idea instructions were formulated, and the wild lands of the north and west were laid out in such a way that the smallest parcel can be at once accurately located and described.

There were first established, astronomically, certain north and south lines called principal meridians. These are numbered or else named from some important point near which they pass. One principal meridian passes through Indiana, sixteen miles west of Indianapolis.

Parallel with these meridians, and six miles from them and from each other, are other north and south lines called range lines. The strips of land thus formed are called ranges. The first one east of the principal meridian is range 1, east; the second one range 2, east, etc.; while the first one west of the principal meridian is known as range 1, west. Running truly east and west across the country are certain lines called base lines. Every six miles north and south of these base lines are other east and west lines called township lines. By means of these lines running north and south and east and west, the country is divided into portions six miles square, called congressional townships. The townships in each range are numbered north and south from the base line. By giving the number of a township and the range in which it is situated, its location is definitely fixed. Thus by township 4, north,

range 3, east, is meant the fourth township north of the base line, in the third range east of the principal meridian.

Again each township is divided into thirty-six smaller squares by section lines running north and south and east and west. Each division thus formed, called a section, is as nearly as may be one mile square, and contains 640 acres. The sections in each township are numbered as follows: Beginning in the northeast corner of the township and counting west along the northern tier of sections from one to six, then counting back on the next tier south from seven to twelve, thence west on the next tier from thirteen to eighteen, and so on to section thirty-six, which will be in the southeast corner of the township. The sections are subdivided into quarter sections, containing 160 acres, and are designated as the northest, northwest, southwest and southeast quarters. These quarter sections are often divided into two equal parts known as the east or the west half; or into four equal parts which are designated in the same manner as the quarter sections.

Since the range lines are run strictly north and south, they converge as they approach the poles, hence each township is about fifty feet wider on the south than on the north. The law provides that lands shall be so laid out that all excesses or deficiencies shall fall in the north and west tiers of sections in each township. This explains why a quarter section adjacent to the north or west boundary of a township frequently contains more or less than 160 acres. To provide for or counteract the error caused by the convergency of the range lines, at stated distances (every twenty-four or thirty miles) north of the base line are established east and west lines, known as correction lines. Here the north and south lines are again started six miles apart, making the township just north of a correction line wider than those immediately south. On these correction lines we therefore find double corners; one set where the townships and sections on the south close, and the other where those on the north begin.

The congressional townships described must not be confounded with the civil townships into which a county is frequently divided. Congressional townships are uniform in size and shape, and may be situated part in one county and part in another, while civil townships are irregular divisions of a county organized for civil and

political purposes, as to carry on schools, establish justice, open and maintain highways, etc.

The civil townships are not numbered as are the congressional, but are named from their location, surroundings, or some distinguished statesman.— *School News.*

HINTS ON PRONUNCIATION.

Teachers whose pupils are careless in their pronunciation (and the habit, we regret to say, is a very common one, especially among children in country schools), will find it a good plan to drill them on the following simple but useful rules from Soule & Campbell's little hand-book:

1 — Do not pronounce *ing* like *in;* as *evenin* for *evening*, *writin* for *writing*.

2 — Do not pronounce *ow* like *ur* or *uh;* as *hol'lur* or *hol'luh* for *hol'low; shad'ur* or *shad'uh* for *shad'ow.*

3 — Do not pronounce *ed* like *id* or *ud;* as *unit'id* or *unit'ud* for *unit'ed*, *provid'id* or *provid'ud* for *provid'ed.*

4 — Do not pronounce *ess* like *iss;* as *good'niss* for *good'ness*, *bold'niss* for *bold'ness.*

5 — Do not pronounce *el* like *il*, nor *et* like *it*, nor *est* like *ist; cru'il* for *cru'el*, *bask'it* for *bask'et*, *for'ist* for *for'est.*

6 — Do not pronounce *ent* like *unt*, nor *ence* like *unce;* as *si'lunt* for *si'lent*, *sen'tunce* for *sen'tence.*

7 — Do not insert the sound of short *u* before final *m;* as *hel'um* for *helm*, *char'um* for *charm.*

8 — Do not give the drawling sound *aoo* for *ou* (i. e., *aoo);* as *caoo* for *cow*, *haoos* for *house.*

9 — Do not sound *sh* before *r* like *s; srub* for *shrub*, *srink* for *shrink.*

10 — Do not sound *wh* like *w;* as *wen* for *when, wat* for *what.*

11 — Do not omit to give the sound *r* after a vowel in the same syllable; as in *arm, form*, etc., not *ahm*, *fawm*, etc.

12 — Do not add the sound of *r* to a final vowel or dipthong; as *lawr* for *law*, *ide'ar* for *ide'a.*

12 — Do not omit the sound of *d* when preceded by *n;* as *stan* for *stand*, *frenz* for *friends.*

EDUCATIONAL PROBLEMS.

The conditions of social life are daily becoming more complex and exacting. To be in any real sense a component unit—an active, intelligent member of the great social hive, the fundamental conditions of social existence must rigidly be complied with. The teachings of nature do not suffice for the battle of civilized life; and it may truly be said that there is no position so humble that knowledge will not improve it, nor a form of labor so menial that the cultivation of the mind will not elevate it.

The school is the workshop in which the life apprenticeship must be served; and the highest function of the teacher is to fit the young for the positions they are destined to occupy in after-life. Reading, writing and counting are the elements of this outfit, and no part of a teacher's work is more important than that which deals with them. It is here that the art of teaching is most imperatively required; and, so far from leaving the young in the hands of inexperienced instructors, the highest talent of the school should be brought to bear on them. Mr. Pattison, of Oxford, found learned doctors in charge of infant rooms in German schools; and he seems to have formed the opinion that the most highly qualified member of the school staff should have charge, not of the highest, but of the lowest class. Let us not, then, be ashamed of our work because it deals with elementary subjects. There is a higher object in view than the mere dexterities of the three R's, essential though they be. The young minds must be trained as well as educated; and the best fruits of the teacher's art is the bright intelligence and the inquiring disposition of the younger pupils.

I am not prepared to dispute that certain subjects are better fitted than others to develop the powers of the mind, nor am I altogether prepared to admit it. But I am decidedly of opinion that the particular subjects toward which the mind inclines is that from which it will derive most benefit.

We live in a utilitarian age. Life has its duties to discharge which cannot wait on culture. There are fields to till, bridges to build, hills to tunnel, mines to explore, and manufactures to develop. Science is the foundation of all material progress, and the individual or the nation that most thoroughly masters the secrets of

nature, and most skillfully applies them to the processes of art, will best maintain pre-eminence in commercial rivalries of individuals and nations. There is no justification for the waste of precious years on studies that have no direct bearing on a man's prospects in life. Why should the future farmer devote his time to the cultivation of the dead languages, while chemistry and geology are little more than mere names to him? Will he be a better farmer, a more intelligent citizen, or a more cultured man, because he has acquired a smattering of Latin, which is destined to vanish, than if he had mastered any one of the sciences bearing directly on his daily pursuits? Of all the fallacies that beset the path of educational progress, the greatest is surely the belief that knowledge valueless for practical purposes, is yet the proper instrument of culture to all alike. I am very far from asserting that knowledge, of any kind is absolutely valueless, and still less would I deprecate the ancient classics. But to claim for ability to misconstrue Cæsar, to mangle Horace, to draw classical inspiration from Bohn a power of culture superior to that of the most perfect mastery of scientific subjects is surely to claim what cannot be conceded. Knowledge is proverbially power; but it is only power when it has become incorporated, so to speak, with the mind — when it has become a part of it. Imperfect knowledge never is, nor can be, of much account. We should therefore seek that kind of knowledge of which we are most likely to acquire some degree of mastery; and the knowledge that most directly bears on the business of life is that in which we are most likely to excel. The highest ideal of education is that which makes the acquisition of knowledge and progress of culture co-extensive; and when culture fails to keep pace with the growth of knowledge, the teaching must be mainly to blame.

In dealing with the practical aspects of the question, it must not be forgotten, that knowledge, in the great majority of cases, is regarded as a means to an end rather than as itself the end. Nor is that end mere culture — it is the material advantages which knowledge and culture bring in their train. That may not be a very lofty aim, yet it is questionable whether it has been altogether absent from the thoughts of even our foremost scholars in their hours of study. At all events, it is an essential element in estimating the force and direction of the educational tendencies of the present day.

SEND US A GOOD TEACHER.

This is the cry all over the state. Intelligent voters are beginning to demand that the school revenues be judiciously expended. Men are numerous who have capacity for *keeping* school and *drawing* salary; but *live* teachers are not marching or standing around in regiments. It takes a cluster of qualifications to make a first-class teacher. We sometimes find ripe scholarship and utter inefficiency yoked together. An exchange says: "Many graduates of the colleges are not fit to teach in our public schools; that, though acquainted with the Latin language, they are not with the English; that, though they can apply the calculus, they cannot teach arithmetic." It was said of Rufus Choate, who taught a year after his graduation, that "he not only *in*formed but *in*spired his students; he not only imparted knowledge, but kindled a passionate *love* for knowledge."

While a teacher should know all that he attempts to teach, he should know much that is found in no text-book. The walls of the school-room should not shut out a general knowledge of men and things. The *Pennsylvania School Journal* says: "The best teacher is not one who has devoured the most books, but he who can best kindle young hearts into enthusiasm for self-improvement by a spark of electric fire from his own soul. The teacher is gauged, not by what he knows, but by what he does. 'The first principal of human culture, the foundation stone of all but false, imaginary culture,' says Carlyle, 'is that men must, before every other thing, be prepared to do somewhat.'".

MANAGING UNGRADED SCHOOLS.

The management of an ungraded school requires skill, patience, tact and hard work. The different ages, the varying capacities, are a constant tax on a teacher's resources, and unless he can learn to economize these resources, he will have a hard time of it.

The first thing to economize is his time. Unless some plan is adopted, by which time can be well husbanded, much of it will be wasted, to the discouragement of the teacher and the detriment of the school. To prevent this, have a well-arranged programme,

making as few classes as you possibly can, and giving the older classes the advantage in length of recitations. If, in spite of all your efforts, the classes are very numerous, do not attempt to have daily recitations in everything, but alternate the recitations in the higher studies.

Classifying your pupils will require much carefulness, for age, attainment, and natural ability will all have to be taken into consideration. You can hardly classify satisfactorily and permanently, until you have thoroughly tested your pupils and learned the quality of work that each can perform.

Keep your pupils all busy, *all the time.* When they are not reciting, see to it that they have some study to learn, some drawing on slate or blackboard to do, something, in fact, to keep their thoughts too busy to plot mischief. This will save much time by simplifying discipline.

Use general exercises to economize time, instructing the whole school at once. These may be drill exercises in mental arithmetic, spelling, or examinations on oral lessons given the school. These exercises require careful preparation on the part of the teacher, but are most useful to the school when well done.

Teaching an ungraded school is hard work, but to any teacher possessed of enthusiasm in his task, it can never be uninteresting work. Most teachers of this kind greatly prefer it to the dull routine of instruction in a graded school, where teacher and pupil are both compelled to move along in a narrow rut, which the dubious wisdom of school boards has prepared for them.

EDUCATION IS PRESERVATIVE.

Lord Shaftesbury lately stated, in a public meeting in London, that from personal observation he had ascertained that of the adult male criminals of that city, nearly all had fallen into a course of crime between the ages of eight and sixteen years; and that if a young man lived an honest life up to twenty years of age, there were forty-nine chances in favor and only one against him as to an honorable life thereafter.

This is a fact of importance, and places our schools in a stronger light than ever. The boy at school, while preparing for life, is out

of the way of temptation. To demand that boys shall go to school is the interest of morality as well as of education. One of the great sources of crime, in this country as well as in England, is the neglect of parents to send their children to school. The seeds of bodily and mental disease are sown not in the family circle, not in school, not in church, but the idle use of precious hours, in beer, tobabco and whiskey saloons; then come the negro minstrels and dance houses; then Sunday excursions and drives; then gambling houses and prisons. The HOME, the SCHOOL, the CHURCH are in deadly opposition to all these.

PRINCIPLES IN CORPORAL PUNISHMENT.—There are certain well-defined principles universally applicable which, if followed, will prevent the teacher from being led very far astray in the use of corporal punishment. Among these may be mentioned the following: Never punish a child at the time of the commission of the offense; never punish a child before the school; never punish a child except in the presence of another teacher or person who has arrived at the years of discretion; never punish a child to make him confess his own error or that of another; never punish him unless you know of your own knowledge of the misdemeanor, or have such evidence as would convict before an unprejudiced judge; never punish him on general principles, on the ground that, if he did not do wrong this time, he deserves punishment for past iniquities; never punish him when he has a reasonable parent who can be induced to undertake it; never punish him until other measures have failed. Finally, whenever you are in doubt as to the expediency or wisdom of administering corporal punishment, don't do it. —F. A. FITZPATRICK, *Supt. Schools, Leavenworth, Kansas.*

THE JUBILEE SINGERS AT THE WHITE HOUSE.—The Fisk Jubilee Singers being in Washington the other day called at the White House, where they were most cordially received by President Arthur. The following is the account as given in the daily papers:

The President said: "I am very much pleased to meet you. I

have frequently heard of your wonderful songs, though I have never heard them. I thank you for the opportunity, and will listen with pleasure." In low, sweet tones they began the well known "Steal Away to Jesus," (with the Lord's Prayer), and as the rich notes swelled and reverberated through the library, weird, and wild, and long, the President became deeply moved, and endeavored to brush away the tears with his hand; but the fountain which had broken forth under the touching song refused to be stayed, and, taking from his pocket his handkerchief, he burst into tears and wept like a little child. The last note ceased, and after drying his eyes, the President warmly shook each one by the hand, and, turning to Dr. Rankin, said: "Doctor, I have never in my life been so much moved." The Doctor replied, "Mr. President, this is one of the things we like you for; that such things move you." The troupe then took leave of the President, who assured them of the great pleasure that their visit had afforded him, and invited them cordially to call and see him whenever they visit Washington.

A Good Method.—A school superintendent was asked how he managed to advance his pupils in all their studies so much more rapidly than his predecessor had done. His reply is worthy of special note: "I make it a point to bring them along as rapidly as possible in reading. In the primary grades I give more time to this exercise than is customary in other schools, and I persuade or entice the pupils of the higher grades to read books, newspapers, magazines, anything wholesome that will give them practice, and at the same time instruct them. Every day we spend from fifteen to twenty minutes asking and answering questions about what we have read. To excite curiosity, we post the most important caption-lines from the columns of the newspapers. The next morning nearly every one of the older scholars is prepared to give particulars on the subject of the previous day's bulletins. If I can get our scholars to read, it is easy to induce them to study; by as much as they become more expert in reading, so much is the labor of pursuing their other studies reduced, and their enjoyments heightened."—*Chicago Inter-Ocean.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. If the director and treasurer of a school district refuse assent, can the clerk make a legal contract with a teacher? or, can the director and treasurer make a legal contract if the clerk refuses assent?

A. The law requires all determinations of the district board to be made at meetings of the board duly called and held. At such meetings each member has an equal voice and vote, and any two members voting alike upon any proposition, determine the action upon that matter, whether the question is upon employing a certain teacher, or awarding a contract for furnishing wood or for building a school house. The making out of the contract is merely ministerial, and must be done by the clerk if directed so to do by the other members of the board, or the contract may be made out by any other party. When signed by any two members of the board, in pursuance of a vote at a meeting, as above stated, the contract is legal and binds the district.

Q. If a contract is drawn and signed in good faith by a school board, not at a meeting, but at different times, can the teacher collect his pay after the school has been taught?

A. As stated in answer to preceding question, a contract made in pursuance of a determination of the district board at a meeting duly called and held, is valid, and binds the district, although the contract may be signed by members of the board at different times and at other places than the time and place of the meeting of the board.

Q. In a district which has five months school for the year, one day has been lost by the teacher, who desires to make it up by teaching one Saturday. Can the board allow him to teach Saturday, and pay him therefor?

A. Section 459, R. S., expressly forbids district boards and other employers of teachers of public schools to count Saturday in settling for wages of teachers. The plain intent and purpose of the law is to discourage the sessions of public schools on Saturdays.

Q. How is the per cent. of attendance of scholars to be found?

A. By dividing the number of days of actual attendance of the pupil by the number of days of possible attendance of that pupil. If the pupil was a member of the school the entire term, then the number of days in that term is the divisor; if a member for fifty days, then that number is the divisor.

Q. What amount of absence will justify dropping a pupil's name from the register of membership?

A. Different school boards make different rules upon that matter. Perhaps as common a rule as any, is that five half-day absences in one month, without request or explanation by the parent, operates to cancel membership during the time the absences were occurring.

Q. If the several members of a district board sign a contract with a legally qualified teacher, without having held a meeting and voted that such contract may be made, can the contract be enforced against the parties signing the contract? Can the teacher recover of the district for services rendered in such cases?

A. The above questions are not strictly such as belong to this department to decide; their final determination the courts only can settle. This much may be said, however: the district board is the agent of the corporate body known as the school district; the law prescribes the way in which the agent shall discharge certain duties; among others, that of making contracts. If the agent, however, exceeds his authority, and the principal, the school district, without remonstrance or objection accepts the service or advantage thus irregularly secured, then the district must pay for the service so received. By the same reasoning it would seem that the members of the board are not individually liable.

The annual school meetings of all school districts occur this year on the first Monday in June. In districts having graded schools of two or more departments, the school officer whose term expires this year, will be elected, as usual. In other school districts no school officer will be elected except to fill any vacancy that may exist. The district boards meet on the Saturday preceding the first Monday in June, to settle with district treasurers.

EDITORIAL.

BELOW we publish extracts from three letters addressed to the State Superintendent, received since our last issue:

Dear Sir — I have been giving some attention to the Grading System during the winter and am pleased in many respects with its working. I have just completed examinations for diplomas. Thirty, averaging 16½ years of age, passed very creditably. The questions were sent to the respective schools and answers forwarded to me for examination. Enclosed is a set of the questions used and a sample of the diplomas.

Yours respectfully,

E. McL.

Dear Sir — The following append to a school report is an unsolicited expression on the Course of Study, which may be of interest to you and an item of encouragement.

Very kindly yours,

J. T. L.

The better I understand the Course of Study the better I like it, and I think in the course of a few years, *if teachers do their part*, it will be a great benefit to the schools. Time and perseverance will conquer and are all that is necessary to get it in successful operation in all our schools.

W. W. C.

Sir — The following school boards have adopted the Course of Study:

(Here follows a list by number and town of seven school districts, which we omit.)

I hope to be able to report more before the close of the summer schools.

I scarcely expect to get *all* the school boards to adopt the grading system, as I find considerable opposition to it; but I am going to *try* to get them all to do so.

Below are a few of the objections raised:

(a) The frequent changes of the teachers.
(b) The attendance of the older pupils only a part of the year.
(c) The varying length of the terms.
(d) On the part of some teachers the lack of confidence in themselves to carry it out.
(e) Lack of uniformity of text-books.

Have you the Course of Study printed in such a form that it can be tacked up near the teacher's desk? If so, could I get copies for those schools in which it has been adopted?

Yours respectfully,

B. M. R.

Accompanying the first letter was a certificate, neatly printed in colors, certifying that the bearer "has completed the course of study for country schools, considered *the least a citizen should know*, embracing reading, spelling, orthœpy, grammar, arithmetic, geography, writing, history, constitutions, as taught in district No. ——, town of ——."

Here we have three methods, indicated by as many different county superintendents, all working for the same end, the introduction and maintenance of the Course of Study, as a permanent feature of the ungraded school.

First, we have the personal and active effort of the county superintendent directed towards the pupils in the schools, stimulating them to effort to secure

the end. Then we have the careful, conscientious, thoughtful effort of the teacher, no doubt moved in the direction by the advice, counsel, and incitation of the superintendent. Lastly, the effort of the superintendent to interest the district boards, and fully commit them to the plan by official action.

We will say here, before we forget it, that we very much prefer the title "course of study" to "grading system," for ungraded schools; the latter term has so much terror in it for so many people, and after all does not so fully express the idea as the former.

Now all the methods cited are good, all are necessary, and in time all will be combined. But at present, as indicated by the character of the objections cited, what is especially needed is the careful and considerate study of the subject on the part of teachers. When these shall focus their attention upon the course of study until they discern its purpose, perceive its advantages and comprehend the methods by which it may be wrought out, we opine the objections will seem less and less formidable, and the way clearer and still more clear.

And we want to urge all teachers just now to begin the work by organizing the first and lowest form. That is, see that the little ones begin with the first part of the work prescribed, or satisfy yourselves that they have mastered that part. Make up a record of their classification as they are arranged at the opening of the summer school. At the end of the term have the record show to what point they have progressed with a degree of mastery that there is no occasion to go over that work again. Is it half way through the first or second reader? Have the record show that fact. Just so with numbers, if they have learned to count to 100, or to express any number with two figures, or the addition table to ten or twenty; and in writing, if they have learned how to make the letters, or one-half of them, or join any given sets of two or three letters.

If this is done carefully, honestly, when the teacher comes to the fall or winter term, whether it be the same or another teacher, and whether it is the same or a new class of scholars, or partly the same and partly new, the work is ready at hand for the first day and the first hour. To determine who has completed the first part of the work, or the second, is the work of inspecting the record, or inspecting the pupils.

Some may have been at work at home during vacation, some may have had the work in another school, some may have been attending a school where no such record was kept or aim pursued,— it ought to be the work of a very short time to impress all that there is definite work to do, no part of which any pupil can afford to omit, or fail to accomplish. All have credit for what they think they know, until fair, honest tests reveal to themselves that they are mistaken. No disgrace attaches to lack, but that is made an incentive to extra effort, in the branch or branches wherein deficient.

Thus from the very beginning, friendly co-operation is established between teacher and pupil, between pupils themselves, and the kindly good will that

comes from the united pursuit of a common and worthy end drives away the evil spirits of insubordination, idleness and dishonesty, that make a school anything but a happy family.

Then it becomes unimportant whether we learn the physical features of Wisconsin or the United States from Harper's or Swinton's or the Eclectic geographies; whether the art of manipulating fractions, compound numbers or decimals, from Olney, Robinson or Thompson; whether we learn to call words at sight, quickly, correctly, easily, in Sander's, Wilson's or McGuffy's readers. The important thing is that we learn these things, at home or at school, alone or with others, when we are seven or when we are seventeen years old, somewhere, somehow, sometime, and that our efforts are characterized by continuous and progressive work.

WE publish in another part of the JOURNAL an article upon the administration of what is known as "civil service reform" in the New York custom house. We had two motives in devoting the necessary space for the article. In the first place we presume all our readers are interested in the more important current events of the day. This subject of civil service reform is exciting no little attention and discussion in many parts of the country. Newspapers have had much to say about it, as well as political orators. The subject is now before Congress in the form of proposed legislation making preliminary examinations as to scholarship, character, and business capacity indispensable pre-requisites to all candidates for government employment in a very large class of offices. We have seen no article which so clearly outlines the tests which are proposed to be applied to determine qualifications of applicants for positions in that class of offices where the duties are largely or wholly clerical, and in that other class where the duties may be designated as police in the main. Hence in the interest of general information we think the article will be found interesting.

In the closing paragraph will be found this sentence: "If matured and rigidly enforced, the civil service reform will exercise powerfully beneficent influence upon popular education." School men lately have had a great deal to say about the true object of all school work being to fit the citizen for useful citizenship. Here is a practical exemplification of what is considered "fitness," and what the real aim and product of school training should be. By this a teacher or a school board may measure the value of much of the work that engrosses the thought and the time of school life. It is reasonable to suppose that the tests applied in this, the greatest of all our government business houses, are such as have been found upon careful inquiry and practical experience, to indicate fitness for the duties and responsibilities of citizenship, where the demands are a fair measure of general intelligence, ability to express correctly, and in a legible hand-writing, information possessed, facility and correctness in mathematical operations, with such power of analysis as will enable one to comprehend and solve the practical problems

which arise in business transactions of every day life. If a higher sphere of activity is sought, then advanced preparation is necessary, and modern languages, the classics, and proficiency in the industrial arts and practical sciences, find in these fewer openings, a field for practical application in the duties of life. Thus are we re-enforced in the conviction that the great work of public education is along the line of the common school studies, and these also combined with the power not only, but habit, also, of using the discipline acquired; of making all sources of knowledge fields for the exercise of quickened discernment and skilled generalization. And this is general intelligence, practical education, for which the world is ready and waiting.

Henry Wadsworth Longfellow, the American poet and scholar, died March 24, at his home in Cambridge, Mass. He was born in Portland, Me., February 27, 1807. He graduated from Bowdoin College in 1825, and soon after entered its faculty as professor of modern languages and literature. In 1826, he went abroad, spending four years, chiefly in France, Spain, Italy and Germany. In 1835, he became professor of polite literature and modern languages at Harvard, again visiting Europe that year, making a tour through Denmark, Sweden and Germany, returning to his collegiate chair in 1838. Since that time he has written some of the choicest American poems, no little prose, and a few translations.

Longfellow's lines were characterized by tenderness and depth of feeling, to the expression of which the picturesque and graceful simplicity of his language often imparts an indescribable charm. He relied chiefly for his success on a simple and direct appeal to the sentiments which actuate all humanity.

Our Canadian neighbors have suffered in the recent loss of two of her prominent educational workers, viz.: Samuel A. Marling, inspector of High Schools, and a member of the central committee of examiners; and Egerton Ryerson, D. D., L. L. D., for thirty-two years chief superintendent of education in Upper Canada. These both died on Sunday, February 19, the latter of the ripe age of 79 years, and the former aged 52 years. Dr. Ryerson was a man to whom the public school system of Ontario is more deeply indebted than to any other; who imparted to it an impetus which still urges it forward, and which it will feel for long years, perhaps centuries to come.

By a fire in the postoffice in the city of Madison on the morning of March 17, a large number of letters ready for delivery in the city, which arrived on the trains in the evening of the 16th, were destroyed. If any of our subscribers or correspondents do not hear from remittances or other communications sent to us that day, they may conclude they were burned. Such money orders or drafts as were received, but too much burned to be identified, where the accompanying letters were sufficiently readable to enable us to determine their source, we have returned, with explanation.

WE are pleased to learn that Prof. S. S. Rockwood, of Whitewater, and late Assistant State Superintendent of schools, has recently purchased the Elkhorn Independent, and will enter upon the duties in that office this month. With the ability, force and geniality of Prof. Rockwood behind that paper the result can but be success.

THE Normal School at River Falls opened for the spring term March 27th. Prof. Thayer is away in institutes. Miss Ellen C. Jones is transferred to the Normal Grade. Miss Jane L. Terry, of Missouri, takes charge of the Intermediate Grade. Miss Sarah H. Strong has charge of the Grammar Grade. Miss Strong has taught twelve years in Winona, and comes with the highest commendations of all who have known her.

THE many friends of the lady mentioned below, and of her husband, Prof. S. S. Rockwood, will be pleased to read the following from the *Whitewater Register:*

"After nearly ten years of struggling, waiting, hoping, and doubting,—after nearly ten years of inability to walk from the effects of a stroke of paralysis (hemi plegia), Mrs. Rockwood can now really walk with crutches, a little, about the room, to and fro from room to room, twice, thrice, or more every day, without serious fatigue or exhaustion. We see no reason to doubt that she will, in due time, walk about as of old to the infinite delight of us all.

PROF. EARTHMAN, formerly teacher of geography and history at River Falls, has been elected Mayor of the city of Humboldt, in Iowa, where he has lived for a few years.

NOTES.

NEW HAMPSHIRE has passed a law making education compulsory.

THE poorest education that teaches a man self-control is better than the best without it.

THE annual school meetings in about *nine thousand* school districts in Missouri, were held April 4th, 1882.

A BILL giving the children of Iowa soldiers free tuition at the State University has been passed by the Iowa Legislature.

IOWA COLLEGE proposes to raise $20,000 to endow its "Iowa Professorship of the Theory and Practice of Teaching." A good move.

THE Iowa Legislature has passed a bill providing that the state board of school examiners shall hereafter always have one woman among its members.

WE again request school officers and teachers to send us news. We are anxious to report the educational progress of every part of the state. It is our earnest desire to help everybody. Let us know what you are doing.

THE average compensation of county superintendents in Iowa last year was $803; only 11 counties paid $1,000 or upwards. Sixteen county superintendents in this state receive less compensation than Dubuque pays its janitors.

PRESIDENT ALBEE received notification from Congressmen Guenther that a vacancy from that district also exists in the Naval Academy at Annapolis, and instructing that an axamination also be held for the filling of this vacancy at the same time as the examination of candidates for West Point.

"PLEAS cend me 2 tow Oth blanks cind for Mel career." A need of civil service reform is somewhat apparent from the foregoing copy of a request received at the Fond du Lac postoffice from a postmaster not a hundred miles from that city. Fond du Lac promptly complied on the following translation: "Please send me two certificates of the oath of mail carrier."

THE bequest of $50,000 left by the late Oakes Ames for the benefit of the children of North Easton, Mass., became available last August. Among other good things done by it is placing in every family of school children there a copy of a children's magazine. One hundred and eighty-eight copies of *St. Nicholas* and forty-two copies of *Our Little Ones* have been subscribed for, and will go into as many families.

EDWARD EVERETT, when a young man just out of college, was invited to give an oration in the city of Salem. At the dinner, Judge Story called up Mr. Everett by the following sentiment: "Fame follows applause wherever it (Everett) goes!" Mr. Everett arose instantly, and gave the following: "The members of the legal profession! However high may be their aspirations, they can never rise higher than one Story."

AN appointment from the sixth congressional district of Wisconsin will be made to fill a vacancy soon to occur in the cadetship for the district. A public examination was held for this purpose at the Normal School building, Oshkosh, on Wednesday, April 5. The board of examiners consists of T. P. Russel, M. D., Pres. G. S. Albee, of the Normal School, E. D. Huntley, D. D., President Lawrence University, and R. H. Schmidt.

THE first section of a bill before the legislature reads as follows: "It shall be unlawful for any principal or teacher in any of the public schools of the state of Iowa, to whip, strike, cuff, strap, switch, shake, or throw about, or lay violent hands on any child or pupil under his or her charge." Should this become law, teachers would be reduced to the one resort of *kicking*, which, it will be seen, the bill does not prohibit.—*Iowa Normal Monthly.*

MR. HENRY NEILL, late County Superintendent of Schools, was married last week to Miss Belle McMillan, of Dekorra, Rev. W. L. Green performing

the marriage ceremony. Mr. Neill and his bride have gone to Big Stone City, Dakota, where Mr. N. will have charge of the editorial columns of a newspaper, and we have no doubt will perform his duties with credit to himself and profit to his readers. We wish him and his abundant success in all the walks of life.

I AM of the opinion that no one thing injures our schools so much as the all-prevailing notion that "anybody can teach school," and any change that will alter this commonly received notion, and fix in the minds of the whole people a high ideal of the teacher will bring in its train innumerable benefits to our educational system; then and not till then, will educated men and women receive place and position on merit in preference to local favorites without education and culture.—*Supt. Luckey.*

"THE work in writing has been very satisfactory this year. The scholars have made decided progress, and Mr. White has labored faithfully, giving personal attention to every pupil every day. He spends from twenty minutes to half an hour per day in every room where the seats are such to admit of writing. He visits two rooms in each of the Ward buildings, and several rooms in the Central buildings. His time is fully occupied." Thus writes the superintendent of the schools at Coldwater, Mich. And that is the only way to secure "satisfactory work" in any school by any teacher, viz: go at it and keep at it.

THE most eminent, experienced and practical educators we have, say it is a fact that with a set of outline maps, reading and writing charts, a globe and a blackboard, teachers can instruct a class of twenty or thirty more effectively and profitably, and do it in less time than they would expend upon a single pupil without these aids. In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as can be done without them — a fact which school boards should no longer overlook, and provision should be made for these necessary things, at the next annual meeting.

IF no portion of a community which supports a high school was benefited by it except those persons who actually avail themselves of its privileges, there might be some pertinency in the suggestion of the Springfield *Union* that a high school in which only ten per cent. of the children are ever entered, and from whose rolls many of these drop out before the end of the first year, may be costing too much. Bnt the whole community is richer and more prosperous, and its general tone is improved, by the better education of a few. Well conducted high schools are worth all they cost, even to those who do not use them directly.—*Providence Press.*

ONE of the subjects which our electors would do well to consider at the annual meetings is providing their schools with some of the admirable books for supplementary reading which have been published within the last few years. The increasing and deadly danger from the effects of low sensation

stories on youthful minds and characters can only be met by supplying our boys and girls with something worth reading and by cultivating in them a love for that which is really excellent in literature. We know of no means by which this need can be more economically supplied, or this taste more effectually cultivated than by the use of some of these excellent compilations.—*Iowa Normal Monthly.*

SAID one of the patrons of a school, not long since, when applying for a teacher: "I wish we could get such a teacher as we had last year; he taught the children hundreds of things they never thought of before, and my boy has pestered me with questions ever since; he will scarcely give any rest; he tells me everything he has ever heard there, and relates to me all the stories in his reading book, and makes comments upon everything." He could not have paid a higher compliment to the former teacher. The teacher had succeeded in awakening in the pupil's mind a desire to know. Curiosity, that great incentive to the acquisition of knowledge, was fully aroused.—*Educational News.*

A THRIFTY fellow, who keeps a peanut-stand at the street corner, tells us he keeps only peanuts for sale, and is doing well. Across the street an Italian has set up a stall where he offers half a dozen good things to the youthful palate. But the small boy gets confused in deciding which of the nice things he will buy, and ends by saving his money and going off. There is a similar risk in dangling an elaborate elective course of study before the eyes of ambitious boys and girls. Too often the outcome is, no accurate knowledge or useful training in anything; while one elementary study, vigorously taken hold of and well stuck to, may awaken the ambition and form the habits of the scholar and the man.

REMEMBER, though box in the plural makes boxes,
The plural of ox should be oxen, not oxes;
And remember, though fleece in the plural is fleeces,
The plural of goose is not gooses nor geeses;
And remember, though house in the plural is houses,
The plural of mouse should be mice, and not mouses.
Mouse, it is true, in the plural is mice,
But the plural of house should be houses not hice;
And foot, it is true, in the plural is feet,
But the plural of root should be roots, and not reet.

SUPERINTENDENT LUCKEY, of Pittsburg, has judiciously recommended that each alternate Friday should be designated as "Author's Day" in the public schools, the afternoon to be spent by the pupils in reading and reciting from the writings of some standard author. Mr. Luckey has made an excellen change in the examination for admission to the High School. He requires that the examination in geography shall be confined to the location and description of places that are mentioned in connection with the daily events

brought to the public notice in the newspapers during the school year. He rightly thinks that this plan will cause pupils to acquire a familiar knowledge of the current topics of the times. It will be a happy day for the American schools when every city has a superintendent of Mr. Luckey's active and practical sort of mind.

WE have lately stumbled on a person so impressed with the fact that education makes a bad man worse, that he has left a provision in his will that his boys and girls shall have no schooling unless they are "truly good." This is according to the eminently discreet maxim: "Never trust your boy in the water till he knows how to swim." Just how a little ignoramus, with the peculiarities that attend such a state, is to get into any society save the crowd of blackguards and boors of which the illiterate class among white people is composed, until he is led by a good instructor into better ways, does not appear. Some people are yet under the delusion that education means dissecting the cold intellect out of the nature and polishing that alone; whereas the poorest school is three-fourths a character school, and the best nine-tenths an institution for the training of manhood and womanhood. Hence, a good school is the best discipline for character; and the parson or priest of any church that tries to fight education, belongs in the same category with the great luminary of the Richmond (Va.) church, our colored brother Jasper, who is still proclaiming the fact to his three thousand hearers, that "this world do stand still" and "the sun do move."—*N. E. Jour. of Ed.*

THE next meeting of the American Institute of Instruction and the National Educational Association will be held jointly at Saratoga, July 11th to the 14th, inclusive. It will be the *fifty-third* annual meeting of the former, and the *twenty-first* of the latter. The officers of both societies are now vigorously at work perfecting arrangements, which promise to make this the most attractive educational gathering ever held in this country. Dr. Orr, of Atlanta, Ga., the president of the National, is pushing forward his arrangements rapidly, engaging speakers, and laying plans for excursions from the Southern States. Mr. Mowry, the president of the American, has lately made a trip to Albany and Saratoga to complete plans for excursions and board. He is also now in correspondence with many of our best speakers, who represent the various departments of educational work, some of whom have already accepted invitations to speak at this meeting. The rates of board at Saratoga and the price of round-trip tickets from all parts of New England, will be *very low*. A large number of attractive excursions from Stratoga are in preparation at low prices, and in all respects the present outlook for the meeting is highly favorable. The tickets from all parts of New England will be good from July 7th to the 31st, inclusive.—*New England Jouanal of Education.*

How about the West? A good many from this section propose to be there any way, but would not enjoy discrimination against them in the arrangements made by the officials.

It may not be generally known that the method of college government now on trial at Amherst, has been in successful operation at the Illinois Industrial University, at Champaign, Illinois, for several years. It was then introduced by its late able president, Dr. Gregory, and his report on its methods and results form a worthy page of educational development and study. The aim of the system is the very highest self-government. The personal responsibility of the student is enlisted, not only to maintain an honorable character himself and for his own sake, but to preserve the good name of his college from reproach. The success of this method under President Gregory proved its value. The other plan of college government just now meriting public attention is illustrated at Princeton and Cornell. These two colleges have given over paternal government to the State, and the student is held amenable to the laws of civil society. The Police Court is substituted for the court of the Faculty, or its appointed agents, and prosecution, indictment, and conviction for offenses are carried on as against other criminals who break the laws of the State. While there are grave difficulties in enforcing the principles of civil society among a body of uncivil students, there are many reasons why young men should be made "to feel the halter draw," with civil society as the executioner. When the rowdy in college understands that the house of correction, the jail, and pecuniary penalties await the infraction of law, and that lawlessness will be punished by a strong arm, hazings at Dartmouth, kidnapping at Cornell, assault and battery at Princeton, and the publication of obscene literature at Brown, will be less common, and the perpetrators more thoroughly warned of the danger of semi-criminal courses.—*N. E. Jour. of Ed.*

OUR BOOK TABLE.

Scribner's Geographical Reader and Primer.—For a long time we have had a strong conviction that an apt and intelligent teacher could teach a great deal more history in a given time by reading with his class a good author, and connecting therewith familiar conversation, discussion and review, than by the formal use of even our best text-books on that subject. In the work mentioned above this plan is applied to the subject of geography. Part I is a collection of reading lessons upon the nature and life of the countries of the earth, while Part II contains an outline of geography for study, with suggestive questions and reviews, relating to the location and the political and commercial character of these countries. The book is finely illustrated, the maps are clear and accurate, and the whole is based upon Guyot's Introduction. We refer our readers to the publisher's advertisement.

The Century Magazine for April is the concluding number of volume twenty-three of this popular magazine. The two serials now being published, one by W. D. Howells, and one by Miss H. F. Burnett, increase in interest, and in vigor and strength of treatment of the respective subjects from month to month. Chapter V. of the former and chapter VI. of the latter are contained in this number. An exceedingly interesting and startling discussion of "Russian Jews and Gentiles, from a Russian point of view," Oddities of Southern Life, and Matthew Arnold, are articles of note, while the illustrations and Topics of the Time are of usual excellence.

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SELECTED.

EXTRACT FROM GOV. PORTER'S ADDRESS BEFORE THE INDIANA TEACHERS' ASSOCIATION.

I remember that once, when I was a school-boy, I was looking through a telescope at the planet Saturn, and was a good deal disappointed that I could hardly discern the rings. I told the astronomer of my disappointment, and he quietly remarked, "Perhaps if you will look less directly you will see them better." I averted my eye a little, and they burst upon my vision in all their brightness. I have since observed that occasionally persons whose attention is not directly and intensely given to a subject, do get glimpses that elude those whose attention is more intense. Perhaps when in any occupation, therefore, one who is in it persuades himself that he can learn nothing from those who are outside, he had best raise all the windows that are closed and cut new windows to let in light from without. Charles Dickens, perhaps, did more to reform abuses in the English law than any lawyer of his generation. The standard work on agriculture in England for more than a century was written by a lawyer. The tile-makers are, perhaps, doing as much to promote public health as the physician. The geologist has made the rocks overturn the old theology with reference to the

time occupied in the creation of the world. The teacher may often receive useful suggestions from the plainest patron of his school.

I am sure I could not give you a valuable hint with respect to the way you should conduct the curriculum of studies. But a teacher zealous in his profession feels that to teach this narrow curriculum is almost the smallest part of his duties. He might draw his salary and do simply this, but he would feel a consciousness of professional degradation. As society now is, his sphere is much wider and more important. A hundred things which parents should teach, and would, if they had greater knowledge and leisure, the school-teacher must now teach in their place.

The business of a teacher in a common school is, as a general rule, to fit pupils to engage in the business of life as soon as they leave the school. In proportion as the knowledge taught is limited, they should be carefully instructed in the means of readily obtaining greater knowledge.

One of the earliest lessons that should be taught a child is the great value of what, without the lesson, he will be apt to regard as little things. The foundation of the most profound study of the sciences may be laid by acute observation of things which almost daily meet the eyes of a school-boy. One of the most illustrious writers on comparative geography has said, "Wherever our home is, there lie all the materials which we need for the study of the entire globe. . . . The eye may be easily trained to see all the greater in the less. The study of our own district is the true key to the understanding of the forms and the phenomena of foreign lands. . . . The very first step in a knowledge of geography is to know thoroughly the district where we live." And after giving illustrations, he quotes from Humboldt, who has said: "Every little nook and shaded corner, is but a reflection of the whole of nature." There is not a better way of beginning the study of geology than by observing the rocks as they appear in the railroad cuts. There is hardly a great naturalist whose first enthusiasm was not kindled by observation made in the woods at home. Some writer has said that there are no little things. And when we think how trifling were the circumstances that seem to have determined the most important events of our lives, there seems to be

much truth in the saying. If one wishes to be really abased in his own esteem, let him read Shakespeare, and think of the million things which he has neglected to observe, as being of too little account to fix attention, which the dramatist has clothed with the immortal charms of poetry. The poet Goethe had a habit of universal observation, outward and inward, and his mother used to say of him that "whenever her son had a grief he made a poem of it, and there was the end on't." It is this instinct of minute observation and attention, and the vivid impressions left there by it, that give poetry its greatest charm.

Photography has attained to such perfection that artists highly instructed in their art can catch upon the sensitive plate the exact figure of a race-horse as he flies by the camera under the spur of his rider. Shakespeare's mind was like the plate of the photographer, and it caught with the vividness of a picture all that he felt, or saw, or heard, or read.

There is reason to believe that a habit of observation and attention in an ancestor may be transmitted in the form of an instinct to a descendant, and that the means of acquiring knowledge may be mightily and wonderfully augmented if this instinct which now belongs to few may, through habits acquired by many, be transmitted as a universal inheritance.

We see, certainly, in the brute creation instances of transmission of habits of this kind in the form of instincts. The shepherd's dog, the setter, the pointer, have derived their instincts from progenitors originally taught the habits required to make them serviceable in the several occupations of their masters. The teacher should carefully teach the child the relations which seemingly little things bear to great ones, and should, in the most careful ways, cultivate in him the habit of observing minutely whatever addresses itself to his senses. Let classes be inquired of frequently with respect to what has come within the sphere of their observation in the walk to school, or in the door-yard, or in the forest, and then let the value of what has eluded observation be shown to them and clearly impressed upon their memories, until they are trained to catch, like the photographer's plate, whatever passes before their senses.

What they can learn from books should never be disparaged; on

the contrary, it should be magnified. It was Sir Isaac Newton who said, "If I have seen farther than other men, it is because I have stood on the shoulders of giants." But what they can learn outside of books, as being much less felt by them, should be greatly magnified.

The faculty of inquiring skillfully — not as the bore who persecutes, but as the complaisant man who can interest by the tact and delicacy with which he can invite reply — is one that children should betaught to cultivate. A man who is full of knowledge — and many more men than we are accustomed to suspect are full of it on some particular theme — is generally glad to pour into our respectful and attentive ears what he knows. The skill is in finding what is his specialty. Ask the average man in what year Julius Cæsar was born, or Hannibal crossed the Alps, or Queen Elizabeth died, and he will want to knock you down. Of course he don't know, and you have wounded his self-esteem. But if he is an "early settler," start him on life as it was when the spot where he lives was a wilderness; or, if he is a skilled workman, upon the niceties of his art; or, if a Greek scholar, upon Homer; or, if an aged statesman, upon the great public men who were his early contemporaries; or, if an old habitue of the play-house, upon Forrest, or Macready, or Hackett, or it may be Garrick, or Mrs. Siddons; or, if he is a naturalist, let your words seem to give him a sniff of mountain air, or a glimpse of the vocal woods, and see how gladly he will pour out knowledge which a man eager to acquire knowledge, and who knows how to value it, will wish ever to retain in memory.

A new art has sprung up lately — the art of interviewing. The real artist in it, when he desires to get knowledge upon any particular topic, does not go to the first person he meets, but he selects his man with skill, and wins his good-will, and gets answers which come from a mind brimming with the theme, that can tell the story with spirit and piquancy. Teach the child a polite skill in the same art, and it will place many additional arrows in his quiver.

Turn the child to reading by placing before him books adapted to tender years, that season useful knowledge in the beginning with a flavor of romance — stringing the jewels of truth upon a golden

thread of story; train his senses to be alert and take an imprint of all around him; make him feel that all knowledge is related, and that it is in the air, and everywhere. Show him that things are not important according to their seeming bulk; let him be skillful how to seek from the lips of persons whom he meets in every walk of life their best knowledge, and what bounds shall be set to his attainments.

The great mass of children who go out from the schools go out to enter into the more inconspicuous occupations. According to the too theatrical view which is now taken of life, the aspiring youth is made to feel that to get bread is all there is to hope for in such occupations, and that he is shut out from the fields of usefulness and honor. This grave and injurious error should be corrected. It is not the showy occupations that work the chief changes by which society is improved or governments made better. There is many an obscure man, working in his shop or laboratory, through whose soiled windows no note of applause has ever entered, who is doing far more in working beneficent changes in the world than many a politician whom crowds follow and cheer, and who, possibly, may imagine himself to be one of the great social and civic forces. Those out of whose minds sprang the telegraph, the telephone, the flanged wheel, and the T-rail, shall they not be recognized as greater social forces, when we shall come carefully to trace results, than any statesman who lived contemporary with them? A lady introduced to M. Thiers said to him: "You are smaller, sir, than I had supposed." "Madam," replied he, "I look much larger at a distance." Let it be your ambition to educate men who, though they may not win ephemeral applause, shall have a fame which the recurring years will throw ever more and more into the foreground.

It is hard for one not in your profession to summon resolution to address persons so thoroughly equipped for their duties as yourselves, but when he begins the theme is apt so to grow that it is hard for him to avoid prolixity. He must be happiest whose occupation, when he has laid it down in the fullness of years, furnishes him the most pleasing retrospect. Whose retrospect can be more freighted with cheering and animating recollections than that of the teacher, who, withdrawing from his profession,

crowned with laborious years, and conscious of work well and highly done, can remember what he has seen in the bud, the blossom, and the fruit?

THE NATION'S ILLITERACY.

Bills and memorials urging Congress to appropriate public money to aid in the establishment and at least temporary support of common schools are now engrossing an unusual share of the attention of the Committee on Education and Labor.

The appalling dangers which lurk in the ballot in the hands of nearly 1,400,000 voters who cannot read and write, out of a total voting population of about 11,000,000, no one can exaggerate. Fewer than one-tenth of that number of votes have at times determined the administration of the entire Union and directed its legislation, and may do it again in any one of our great quadrennial national elections. The total illiteracy of this country, according to the census of 1880, is 6,239,958 persons over 10 years of age who cannot read and write. Of this total, 4,695,981, or more than three-fourths, are in the fifteen Southern States, 3,031,196 being colored. The following table, compiled from figures furnished by the Bureau of Education, shows the average school year in days, the average expenditures per capita of the school population, and the percentage of illiteracy in the States named, and sufficiently exposes the chief reason for this curse of illiteracy in the South:

States.	School year in days.	Average expenditures per capita.	Per cent. of illiteracy.
Maine	121	$4 71	3.42
Alabama	84	1 00	34.33
Virginia	107	1 06	28.45
Illinois	150	5 45	4.7
Indiana	132	5 75	5.6
Iowa	147	8 74	2.87

Alabama expends $1 per capita of her school population for schools, and her illiterates number 34⅓ part of her whole population. Virginia expends $1.06 per capita, and more than 28 per

cent. of her people are unable to read and write. Iowa expends $8.74 per capita, and less than 3 per cent. of her people are illiterates.

Memorialists declare that the people of the South, impoverished by the war, cannot extricate themselves from the strong bands and rivets of this terrible ignorance. In a measure this is true, but not to the degree of this difference of $1 per capita and $8.74 per capita for school purposes, seeing that the same year the sugar, cotton, tobacco, and cereal products of those States amounted to about $800,000,000. Still there is the ignorance, full of perils to the country, a lair for every kind of demonism, full of demoralization and misery to the poor wretches to whom the Nation in its hour of extremity flung the Dead Sea apple of this sort of freedom to draw them to its side in the fight, and there, on the other hand, is the unwillingness of the rulers of the South, the owners of this wealth, to tax themselves to educate their former slaves and "the poor white trash" — and now what is the country going to do about it?

If any State cannot or will not cure itself of illiteracy, then the right and duty of the Federal Government, by virtue of the fundamental law of self-preservation, to apply a suitable remedy is as self-evident as any other axiom. The *how* is not so self-evident.

For the General Government to contribute directly from the National Treasury for the support of common schools in the several States, and to undertake to shape and control them, will be a new departure in its history, to be justified only by a species of moral necessity. Such a necessity exists now, to a greater or less degree, in at least fifteen States and the Territory of New Mexico, in which the confessed illiterates number from 14 to 17 per cent. of the entire population, and the local governments either cannot or will not provide necessary school privileges.

In this state of affairs Mr. Blair has introduced a bill which proposes that for ten years from the date of its enactment "aid in the establishment and temporary support of common schools" be granted as follows: The first year, the sum of $15,000,000; the second year, $14,000,000; the third year, $13,000,000; and so on reducing the amount $1,000,000 each year, until the tenth and last appropriation, which would be only $6,000,000. These several

sums are to be distributed on the basis of illiteracy, and, unless in exceptional cases, no part of them is to be used for the erection or rent of school buildings. This bill has just been indorsed by the superintendence department of the National Teachers' Association, which made this subject the principal object of its recent meeting at Washington.

Still another proposition is the one contained in a memorial signed by the agent of the Peabody fund, the Rev. J. L. M. Curry, and the agents of several other benevolent societies engaged in educational work in the Southern States, the Revs. J. C. Hartzell, H. L. Moorehouse, Sheldon Jackson, and M. E. Strieby. The several organizations represented by these gentlemen have expended about $10,000,000 of voluntary contributions to the intellectual and moral improvement of the South. They are certainly eminently qualified to judge of the situation, and they emphatically assert the impossibility of accomplishing the great work of eliminating illiteracy "unless the General Government shall come to the assistance of those States in which illiteracy is chiefly found." They ask Congress to appropriate $18,000,000 annually for an indefinite period, to be distributed on the basis of illiteracy. This would yield about $3 for each illiterate, giving Alabama $1,300,341, or more than five times what she is raising by local taxation for school purposes. North Carolina would get more than four times, Arkansas, Georgia, and Mississippi each more than three times, South Carolina almost three times, and Florida, Tennessee and Louisiana each more than double what they are now expending. Unless the country is prepared — which we are confident is not the case — to adopt the pernicious policy of taking the management of the schools out of the hands of the people and permanently centralizing it in Washington, somewhat after the fashion of our revenue and postal services, it will never consent to enormous appropriations from the Federal Treasury for common school purposes, to be continued through long periods of years. That the appropriations proposed by the Blair bill are sufficient to provide for the emergency admits of easy proof. Of the 6,239,958 illiterates in the whole country, the proportion of adults, according to the census, is about 45 per cent., leaving 4,400,000 minors. The adults who can be induced or forced by any com-

pulsory law ever yet devised to attend school would not equal the proportion of minors who would not go to school, so that 4,400,000 is a large estimate to make of the number of persons to be taught. Now, on the basis of the cost of education in Maine, as evidenced by the table above given, this government could provide as good school privileges for all these 4,400,000 illiterates as Maine, with only 3½ per cent. of illiteracy, gives her children (school sites and school houses excepted), for the sum of $16,155,000 per annum. But the very best friends of the movement say that they do not recommend the government to pay more than two-thirds of the cost of teaching and incidentals. They recommend that the help be given "so as to stimulate rather than supersede the necessity of State effort." Two-thirds of the above estimate would be not quite $11,000,000. The Blair bill, then, would provide this sum and leave $4,000,000 the first year, $3,000,000 the second, and so on — in all $10,000,000 — for training teachers and helping to erect school houses in cases where the financial condition of the people is desperate.

The *Inter Ocean* holds, therefore, that the amount asked for by the Blair bill is ample to provide education for the illiterates, and so long as such wealthy states as Georgia, Alabama and Virginia decline to raise more than 95 cents to $1.06 per capita for school purposes while the Northern States raise from $4.71 to $15.26 per capita for these purposes, it insists that the above sum should be contributed only on condition that the several States agree to exert themselves to a reasonable degree to help themselves out of this slough of ignorance, in which their highest economic, as well as moral, interests are floundering. It also provides for the training of teachers, and stipulates that no part of its appropriations shall be used for the erection or rental of school buildings of any description, except in extreme cases, and then temporarily. If all its minor provisions will bear as close scrutiny as we have given to its principal ones, the sooner this bill becomes a law and is put into operation the better it will be for the honor, safety, and prosperity of the country.— *Inter Ocean.*

People seldom improve when they have no other model but themselves to copy after.— Goldsmith.

WHAT BECOMES OF THE HIGH-SCHOOL GRADUATES.

The favorite notion of certain high respectabilities, that we are educating multitudes of young people beyond their sphere in life, in our free high-schools, crops out with astonishing persistence. It is a case of that peculiar short-sighted habit of mind which is often met in men who work at long range in ordinary affairs. Nothing is more common than to hear a great merchant or railroad king, whose eye is all over the continent to watch the outcome of his investments, estimating the results of school-work as if he were looking upon the space commanded by the key-hole of his office-door. Such men declare a high-school education a failure, apparently because the young people who graduate do not at once step into positions that pay good salaries at home, or remain with their mothers, unoccupied and unmarried, like the average young ladyhood of our older States. The business eye seems to demand instant and visible success, and whatever does not make for this is condemned as visionary and misleading.

But, to our mind, one of the most valuable uses of the superior education of our older States is the preparation it gives to the vast number of young people who must inevitably leave their homes to set up their "Ebenezer" in the far-off regions of the West and South. If the only object of the higher education in Massachusetts was to furnish the few skilled people necessary to handle the leading interests of that State, the question of educational policy would take a new form. But one of the most valuable uses of such commonwealths is to become great nurseries of trained men and women, who shall go forth to do the work in the upper story of the new and crude civilization of the border lands of the Nation. Our new Territories are filling up with hosts of people from the lower ranks of European life, the untaught masses of Southern poor whites, and the less favored of the old cultivated States. It is impossible that such communities, at once, should grow their own superior class, not only of professional people, but of men and women to lead in every walk of practical life. Just here comes the most urgent need of a new State for young men and women, eager and ambitious, full of the best training of modern times, and needing only the experience of busy life in a

new home to become the most valuable leaders of the most neglected interests. So, all the time, from every community that offers superior advantages for education, a great crowd of young people is drifting into the vacant places everywhere waiting for such as they. And a little examination of the graduation-rolls of the free high-schools and superior academies in the old North-eastern States, will show what a benediction this free higher education has been and is now to every part of the land.

The sphere of every young American is the best place he can occupy with honor to himself and service to the community.

Thousands of boys and girls from the dozen old States east of the Alleghanies, who would never have risen above mediocrity in the crowded ranks of home-life, are enabled, by a superior educaion, to fill positions of great usefulness in their new homes, and identify themselves at once with the higher life of a new State. It makes all the difference in the world whether the emigrating class to one of our new Territories is the ignorant multitude that drifts to Utah, the crowd that, a generation ago, made a new Egypt in southern Illinois, or the enterprising and intelligent multitude that lifted States like Iowa and Minnesota to the foremost rank of public success. In our travels about the country, it would not be difficult to answer the question, "Where do the high-school graduates of the cities and villages of New England and the Middle States go?" We find them everywhere at the head of the most important interests, in the most vital spots, in every place where every scrap of knowledge and every ounce of spiritual weight stored up in the school-days is wanted. And the communities lifted up by them react upon the older States from which they come. The great merchant who snarls at his school-tax bill forgets that the graduates of these schools are now the life of new States that furnish his market. The railroad king would never be called to a new enterprise unless its people had been waked up by a few men ablaze with the intelligence and prophetic fire caught in the old academy which he declares a useless institution. So does this ebb and flow go on, and the country become one by the blending of all sorts and conditions of people; and it must be a desolate town or country district that has not for its leaven at least one graduate of a superior school.—*N. E. Jour. of Education.*

THE TRUE PROVINCE OF THE KINDERGARTEN.

BY WM. T. HARRIS.

The intrinsic merits of the kindergarten training, and the devoted enthusiasm of its advocates, are likely to devise methods whereby it may become a part of the primary school system of every town and village. The "method of investigation" pervades the kindergarten instruction throughout. The best part of it, however, is not the mental training so much as the cultivation of skill in the use of the hand and eye, and the training into habits of politeness and the conventionalities of life, and indeed what may be called morality. For morality begins in forming habits of regularity, punctuality, neatness, silence, observance of forms, self-restraint as regards one's own liking, and the preference of what is good and general for what is selfish or particular. The mathematical training in form and number, given previous to the culture in the arts of reading and writing, is excellent. The child comes from the kindergarten into the primary school with much beneficial training in good habits and strengthened character —ability to occupy itself in its own proper task without interference with others, or direction from the teacher, and, more than all, with a reasoning, inquiring habit of mind; and all this without an overstrained cultivation of the intellect and memory, such as is wont to be produced in "infant schools," by giving the child instruction in reading and writing before his mind is mature enough to leave what is symbolic, and take up what has become purely conventional.

There are many attempts made to modify and improve primary instruction by the introduction of more or less of kindergarten methods. Sometimes it takes the form of an "Americanized" kindergarten, but more frequently that of a primary school kindergartenized. These experiments will be of great value, if their results are carefully studied. The remark may be ventured, however, that there is a certain advantage in preserving the primary school as it is, so as to require strict discipline and book-study on the part of the pupil. The change most needed is to postpone the entrance to this strict primary school one year later in the life of the pupil, and give him one or two previous years in the kinder-

garten. Its freedom from strict constraint, and its methods of instruction by the self-development of the pupil, are indispensable for the child's first school years. But later should come strict obedience to discipline, perhaps external constraint and intellectual training into prescription, and even the mechanical use of memory; for the demands of life require such preparation. The spontaneity developed by the kindergarten training is very important for the development of individuality in the child, but the child cannot be considered as educated until he has acquired a habit of distinguishing duty from inclination, truth from fancy, and work from play, and until he has adopted as a principle of action that of ready obedience — that of yielding his selfish preferences and of bending his neck to the yoke of the general interest, as indicated by the prescribed forms and conventionalities which mark out the convictions of the experience of the human race, practically and theoretically. For its yoke is the only one that is easy, and its burden the only light one. The yokelessness of caprice and arbitrariness is the illusive semblance of freedom. But it is a freedom from subordination to reason, purchased at the expense of thralldom to the bodily wants of food, clothing and shelter, which cannot be escaped. If each man is to provide for himself in these respects, he must be a Crusoe, and he will end by becoming a savage. If he will have this heavy burden of supplying his physical wants made light, he must share it with his fellow-men, and by division of labor increase the productivity of each member of society a hundred fold, and make the whole earth tributary to each man, woman and child. Social combination, which renders all good possible to the individual man, however, has rules and laws which must be complied with by each member of it, and those rules and laws are essential to the existence of human combination. The child's education must have reference to this at all points of his career as pupil. But the pressure of prescription must be adjusted so delicately that it will not crush out his individuality in his tender age (as it does in the educational system of China and India, for example), nor lack sufficient force to secure conformity in his later youth (as it does too often in American private schools, self-styled "select," to attract the patronage of the wealthy).

COLDS.

As the name implies, the disease usually arises from exposure to a reduced temperature, yet the amount of external cold, as measured by the thermometer, bears, as a rule, no relation to the morbid effect produced. A person may become benumbed, and almost unconscious, from exposure to a temperature many degrees below zero, yet, if his capillary circulation is good, he does not catch cold. If, however, either from a prolonged stay in a hot room, or from active exercise, he is perspiring, and in this condition gets his feet wet, or becomes otherwise chilled, serious disturbance is liable to result.

Wearing thin shoes, which allow the cold and moisture from the ground to penetrate to the feet, is a very frequent cause of this disease. Going for a long time with cold feet, even if dry, will cause persons of feeble vitality to catch cold; while sitting or standing for any length of time with damp feet or clothing has resulted in many a fatal case of lung and kidney disease. Going from a warm room into the cold atmosphere of the street, without sufficient clothing, or standing bareheaded on the door step to bid a friend good-bye, are indiscretions of which most of us have suffered. Draughts of cold air are especially dangerous. "The man who sits with his back to a draught, sits with his face to a coffin," is a forcible way of expressing what has too often proved true. Traveling on railroad cars or in street cars is, on this account, particularly dangerous. For the same reason the driver of a stage-coach *feels* colder than the passengers inside, but is less liable to take cold. Unaccustomed sleeping in a room which has not been warmed by a fire during the day, and especially a night's stay in what is known as the "spare room," accounts for many a cold.

The way in which external cold deranges the circulation is easy to understand. If the web of a frog's foot be examined under a microscope, the red corpuscles are seen dancing along at a rapid pace; if cold be now applied to the foot, the current of blood flows much slower, the corpuscles seem to stick to the sides of the vessels, and the whole blood appears thicker. As a result of this constriction and obstruction, the blood is driven into the interior,

causing serious congestions of the internal organs, more especially of the lungs and kidneys.

The ill effects which result from checking the processes of excretion, are equally as easy to comprehend. We all of us know that during life our bodies are constantly undergoing molecular changes. Every motion of the arm, every breath that is drawn, every particle of food that is eaten, every thought that flashes through the brain, causes the destruction of some of the ultimate tissues of the body. From the fresh red blood of each artery, as it passes through the capillaries, new material is taken up to supply the place of the cells which have been destroyed, while these cells, which constitute what is known as the waste matters of the system, are carried off by the veins, to be excreted by the bowels, kidneys and skin. Now, if for any reason, any of these emunctories become clogged or refuse to act, there must result a retention in the blood of waste and poisonous matter. This is exactly what happens to every person who has caught a severe cold. Even if the bowels continue to act freely, the kidneys are liable to do but half their ordinary work, while the millions of little pores throughout thes kin, which in health throw off a vast amount of waste matter, become clogged and virtually closed.

The first symptom is often a sense of languor; the patient feels disinclined to walk, preferring, if he should follow his own inclination, to lie down. The appetite is poor; the tongue feels dry and uncomfortable, and the desire for cooling drinks is increased. Very likely there is a little pain in the head, not amounting, as a rule, to a severe headache, but rather of a dull, heavy character, situated over the brow or at the back of the head or neck. With these symptoms there is always associated more or less fever. The patient may shiver, and complain of being chilly, but the thermometer placed under the arm or in the mouth will always show a rise of temperature from one to five degrees.

The duration of this disease, if left entirely to nature, varies from twenty-four hours to two weeks. In the vast majority of cases a perfect recovery takes place; with persons of feeble vitality, however, a cold is sure to discover all the weak points in the system, and is too often the exciting cause of serious constitutional disease. In persons predisposed to diseases of the lungs, especially

a succession of severe colds winter after winter is liable to produce such repeated irritation of these organs as eventually to end in pulmonary consumption. A cold, therefore, may be the beginning of everything that is bad, and is by no means to be regarded as a trivial affair.

In every serious cold we have to deal with two factors: first, a disturbed circulation; second, a retention of waste matter in the system. It is very obvious that the thing to be done is to restore the circulation and make the excretory organs do their duty. To accomplish the first of these objects is comparatively easy. Whatever part of the body has become chilled must be warmed, either at the fire, or in the hot bath, or by vigorous rubbings. To meet the second indication is not difficult. In ordinary practice the physician gives cathartic, diuretic and diaphoretic medicines, which act respectively on the bowels, kidneys, and skin. The success of this treatment is undoubted, though we believe in most cases there are safer and equally effective means of accomplishing the same result. I am equally positive, from abundant experience, there is no agent so potent in breaking up a common cold as a good, efficient sweat. It must be confessed that this affection, like many others, cannot be averted if allowed to run more than forty-eight hours, though even then its severity may be lessened and its duration shortened.

The following plan, though rather heroic, will generally break up an ordinary cold if taken in season: The moment a person is convinced he has "taken cold," he should go to his room and stay there. The room should be kept at such a temperature as will entirely prevent all sense of chilliness though this should require a hundred degrees. Hot lemonade, or any other hot drink suited to the taste may be freely taken, but no food of any kind should be eaten for twenty-four hours. A hot sitz and foot bath, or a hot deep-leg bath should be administered at once, and repeated in twelve hours if the disease shows no signs of yielding. The temperature of either bath, to begin with, should be about 105 degrees, and should be gradually raised till as hot as can be borne, where it should be kept till its completion. The patient should remain in the bath from ten minutes to half an hour, and should then be quickly dried and well rubbed. Thick woolen underwear should always be put on after this treatment, as the pores of the skin

have been opened and the success of our treatment depends on their remaining so. I have mentioned the sitz and deep-leg baths because they can always be improvised in any family. When accessible the Moliere or the Turkish bath is in most cases to be preferred. The following is a very fair substitute for either of these: the patient, entirely nude, is seated on an ordinary chair, a lamp with a large wick, or better yet, one with three or four wicks, is placed under the chair. The patient is then enveloped in three or four blankets, placed so as to leave the head free, and may remain in this condition from fifteen minutes to an hour. Perspiration generally begins in about ten minutes, and may be increased by drinking plentifully of water, or by placing a pan of water over the lamp. At the completion of the bath the blankets are quickly removed, and the body, after being washed all over with a towel wrung from water of 85 degrees, is thoroughly dried and well rubbed. If the cold has been allowed free swing for several days, none of these baths will break it up, but they will lessen its duration and severity. Even in this case the lightest diet is the best, and the less the patient goes out of doors the better.—*Laws of Life.*

GOOD TEACHING.

BY T. H. CRAGO.

There is a crying demand for good teaching in our schools to-day—for the best methods of imparting instruction and for the interest taken by the teacher in class recitations.

There is more in the manner of teaching than is generally supposed. One teacher will teach a lesson so that when ended the pupils will be sorry that the time has passed; and they will understand everything that has been taught; for the great secret in good teaching is to teach so that the taught will understand. Another teacher takes the same lesson and presents it in such a manner as to cause the pupils to long for the recitation to close. Why this difference? The answer generally comes. One teacher is born to teach — it comes natural — whilst the other will never make a teacher, let him try ever so hard. We contend that this principle is carried too far in many instances. There are many teachers

failing to-day that have no need to fail — they are failing simply because they are not trying to teach. It is this class of teachers that we wish to reach in this short article; and if we succeed we do hope to hear from some of them in some way. Many such teachers fail because they will not use the helps at their command.

They may have blackboards, but the chalk is almost a stranger to it. They have not time to send the children to the board in order that they may learn *to do* instead of merely being told *how* to do. They will not insist on the pupils even having slates on which to practice. They may have globes or outline maps, but the dust collects on them from disuse. They might have more interesting object lessons and general exercises, but it takes time to collect material, and study different subjects. Into all recitations there might be new life infused by going outside of the text-book and making every-day applications of the lessons taught from the very abundant material at command; but it takes time; and this time the majority of our teachers will not take under any consideration. The excuse is that we are not employed for such work, etc. But just here is where you make the grand mistake of your life, if you expect to spend it in teaching. You *are* employed for this very thing. The teaching of what is given in our text-books is the very smallest amount of what you are to teach. You are to endeavor to make men and women of the boys and girls committed to your care; and as you teach them the daily lessons from the book, duty compels you to teach them other lessons that will lead them to become *true* men and women. You complain that your pupils do not take an interest. Take a deep, an abiding interest *yourself*, and that same interest will be imparted to your pupils. We insist on it that "*Like teacher, like school*" is an axiom in pedagogics. There is not one pupil in a hundred that will not be interested when the teacher shows by every act that the good of the pupils is always uppermost in his thoughts.

Then do no complain of a lack of interest on the part of your pupils unless you *know* that you have done all you can do to make your school what it should be. We need a practical waking up in this matter. We need more good honest teaching than we are now getting, and we must have it if our efforts are to be crowned with success.—*Am. Educator.*

SCHOOL DISCIPLINE.

BY PROF. J. J. BUTLER, D. D.

The essentials of instruction, government and discipline are the same in the family, the school, the church and the State, — parts of a system for the highest welfare of man, as an individual and a member of society. If either of them is lacking, a great loss must be sustained. There are no self-made men, any more than there are independent men, though advantages and disadvantages may be sought and avoided in a great variety of ways. The form is of far less importance than the substance.

The value of the school may be over or under estimated. Too much or too little may be demanded of it. In this respect a fairer estimate and better methods prevail now than formerly, consequently our schools are more useful. There are still too many instances where there is no advancement, but a state of things absolutely shameful. There are schools of error rather than of truth, of evil more than of good, which are a curse rather than a blessing to the community. It is sad to think of the recklessness of many in this regard. The little child is sent to school chiefly to get him out of the way; the youth is put into college for a name, or mere intellectual culture, thus entailing mischief upon every department of society.

The school has many analogies to the church. Through the special work — if one is intellectual and the other moral, yet both should be combined, and must be, to obtain real success; and this in a large measure through discipline. We do not say that there is no progress without good discipline, or that there is never discipline without progress; but they usually go together.

Order is the first rule, and when this is neglected, we cannot expect literary or moral progress. The scandalous practices allowed even in some high places are inconsistent with the proper results of intellectual or religious culture, and should be suppressed as unworthy the present age and civilization. The school as well as the church is for culture and improvement; and if one occupying the place of a student will not conform to its regulations, he should be dismissed. For him to remain is useless to him, and pernicious to others. Many in our schools have been improved, changed morally

as well as intellectually. But there have been cases of the opposite kind. Faithful discipline will do much to secure the former and avoid the latter, as we have many bright examples.

So on the other hand, instruction is the best method of discipline. Laws, rules, vigilance, rigor, accomplish little, if they are all. Instruction, clear and thorough, aptly and kindly applied, does most to gain attention, interest, application. Fill the measure with wheat and there will be no room for chaff. The mind loves knowledge, and where its high demands are met will not often turn away after what is vain and debasing. Hence, as a rule the best teacher is the best disciplinarian. Such a one will awaken an interest and love for school objects that will overrule all lower motives.

Therefore, to make our schools most successful, give them the best facilities in the way of rooms, books, apparatus, and especially of teachers who have a passion for their work. Then may we expect good discipline, good scholars, noble graduates, the richest legacy to society. — *Ex.*

DISCONTENTED WITH HIS SPHERE.

"I wonder if they will be any happier for this," sighed a charming little lady as we showed her some photographs of General Armstrong's Indian boys, after twelve months of training at Hampton School. "I wonder if it is a good thing to take these people out of their own sphere? Won't they be discontented with their lot?" Inasmuch as one segment of the young Sioux warrior's "sphere" is that part of his enemy's head encircled by the scalping knife, it may be that both parties, in the long run, would be more content if Young Bear's Heart should become permanently discontented with that sphere of operations. Our little lady lives in the far Southwest; but right in the heart of old Boston, we have been told, with painful reiteration, that the great danger of New England is elevating young Ireland, including her sister, out of the Hibernian sphere. * * * A dear lady, over in England, voiced the same complaint when she said to us, with a sort of gentle dismay, "Why, dear me, if we send our servant-

girls to school, we shall find them, some day, reading the speeches of John Bright!" So, all the way from Texas to Sheffield, there runs the apprehension that, somehow, this new notion of universal education is to fill the lower three-quarters of the human race with a perilous discontent with its own sphere in life.

But it occurs to us that all Texas, fifty years ago, was a wilderness, and would have been one to-day had not Sam Houston and several hundred thousand more young fellows from America and Europe been so discontented with their home sphere that they braved the perils and fought the battles of a new country to find elbow-room in a larger world. Where would Tennessee and Kentucky, with their children of the Southwest, have been if not for the discontented youth of old Virginia and the Carolinas, who seventy-five years ago, toiled over the mountain paths, in imminent danger of the savages, to carve out new homes in the valley of the Mississippi? The discontented of New England peopled western New York; and the Northwest and the Pacific slope are the splendid children of the uneasiness of the people of all nations with the sphere allotted them by their superiors. The American Republic was born and nurtured in the discontent of these toiling millions, who, according to our good friends, ought to have been content with the lot in life provided by the kings, lords and bishops the other side of the sea. In fact, about every good thing achieved in this world is the child of discontent; and St. Paul puts the case in its last issue when he says, "If in this life only we had hope we should be of all men most miserable."

It is so easy to make theories about children, young or old. We fondly imagine that our eye has pierced to the center and measured the rounded orb of human possibility. But we forget that every little child is himself, plus the Almighty God who underlies him. As the ocean lifts up its tiniest drop of spray, and all things are possible to every man when he gets in line of God's eternal law, so it is that every creature lives in a discontent that goads him on to higher things. If we give every child his fair chance at the world, his discontent with his present lot will push him on to better achievements in a broader sphere. If we leave him to wrestle with his torment down in the dark cavern of ignorance, no man can predict what the explosion will be. It is better that the

Hibernian discontent should show itself in the flashy millinery of the pretty Boston servant-girls than in shooting and "Boycotting" landlords in old Ireland. Young Africa, however airy, in a Mississippi school-room is safer than with firebrand and knife in San Domingo. In short, there is only one alternative: *Educate the masses of men into the intelligent discontent that finds its way toward the light, or leave it with the blind discontent that hurls society itself into an abyss of black destruction.*

Indeed, is it not a little queer to hear Christian people in America coolly wondering that the lower orders of men are not content with their lot? One would think there were some things with which an American citizen, a child of God and an heir of immortality, had no business to be content! No man in this country has the right to be content with poverty, ignorance, superstition, or any low condition of life, while it is possible for him to rise above it and enlarge his sphere by becoming a wiser and better man. In short, the American idea is to give every child his full chance, and leave him, under God, to fashion his own sphere and be therewith content.—*N. E. Journal of Education.*

SENATOR LOGAN'S BILL.

Following is the text of the bill introduced into the United States Senate by Hon. John A. Logan of Illinois, and a brief summary of the remarks made by him relative thereto. As we publish elsewhere the substance of Senator Blair's bill, we publish this also for the information of our readers, and it may be convenient to preserve these discussions together.

Be it enacted, etc., That from and after the passage of this act the entire income derived from the internal-revenue taxes on the manufacture and sale of distilled spirits shall be appropriated and expended for the education of all the children living in the United States.

SEC. 2. That the money so received shall be expended pro rata in the several States and Territories, as shown by the census of 1880 and each succeeding census.

SEC. 3. That the education hereby contemplated shall include such instruction as is provided in the curriculum of the public

schools of the country, and also the establishment and maintenance of normal schools, teachers' institutes, and instruction in the industrial and mechanical arts.

SEC. 4. That any State or Territory, receiving the benefits of this act, shall be required, by local enactment, to make obligatory upon all children between the ages of seven and twelve years school attendance for at least six months in each year.

SEC. 5. That the Secretary of the Interior is charged with the proper administration of this law, through the Commissioner of Education; and they are authorized and directed, under the approval of the President, to make all needful rules and regulations to carry this law into effect.

SEC. 6. That no part of this fund shall be used for the erection of school-houses or buildings of any kind for school purposes.

The receipts from the taxes on distilled spirits in 1881 were sixty-seven millions of dollars.

The whole expenditure for school purposes in 1880 was about eighty-one million dollars, and the whole income about eighty-four millions. The average annual expenditure per scholar enrolled was about eight dollars and twenty-five cents. He compares several States.

California	$18.06
Massachusetts	16.86
Connecticut	11.76
Illinois	10.07
Iowa	13.20
West Virginia	5.02
Georgia	1.99
Arkansas	3.25
Alabama	2.09

He adds that some people got together in his State and passed resolutions condemning him for introducing this bill, because they said they did not want their children educated on whisky-money. Let me just puncture that proposition for a moment. Some ministers have said: "Logan's bill is to encourage the manufacture of whisky." I am sometimes asked to contribute for the purpose of building churches, and I sometimes throw a penny in the contribution-box. I never had any man ask me where that money came from. Have you ever known a minister of the gospel to refuse

a ten dollar bill toward building a church because a saloon-keeper gave it? I never have.

I once heard a story that I think would apply to these gentlemen very nicely. There was a man—I will not mention his name—for whom I had great respect, and I think this whole country had. He was considered a statesman in his day. He sometimes indulged in a little game of cards. He was coming up the avenue one morning, and met a poor old colored man. The old colored man, calling him by name, said: "My congregation is very poor; we want a place to worship God in; we have no house; will you please contribute a little something for that purpose?" The gentleman put his fingers in his pocket and pulled out a hundred-dollar bill. Said he: "I won that last night at a game of cards; if you will take that for the service of the Lord you can have it." He took it and said, "Thank you, sir. 'God moves in a mysterious way his wonders to perform.'" [Laughter.]

Taking my own state (Illinois), where the school age is from 6 to 21, I find the number of children between these ages to be 32.8 per cent. of the whole population. Using this percentage as a basis, it gives us 16,451,064, or in round numbers 16,500,000, as the school population of the entire country. Allowing an expenditure of $10 for each scholar, we find that it will require $165,000,000 per annum to give all the children of the country a suitable common-school education. Of this sum, as we have already seen, about $81,000,000 are expended by the states and territories under the present system. Add the $60,000,000 proposed to be devoted to this purpose by this bill, and we have a total of $141,000,000, which still falls short of the sum estimated some $24,000,000. But as the enrollment will never equal the total school population, and as a large portion will have accomplished their course before reaching 21 years of age, the joint amount in these two funds will about meet the real want for some years to come.

Or, suppose we form an estimate in another way, thus: The entire school population, as given by the Commissioner in the table presented (including that of the Territories as reported in 1879) is fifteen million three hundred and seven thousand one hundred and nine. Allowing thirty scholars to a teacher, this gives 510,236 teachers. Averaging the salary at

$40 per month, (which is $3 less than the average in Maryland, and $2 less than in New York), and allowing six months' school in the year, we obtain $122,456,640 as the amount required for teachers' wages. Add to this 20 per cent., about the average ratio of miscellaneous expenses as shown by the commissioner's report, and we have a total in round numbers of $146,000,000. Theoretically the two funds would be added together, making the whole amount to be expended one hundred and forty-one million dollars, but in practice the result would in all probability be somewhat different.

The states which are already taxing themselves heavily for school purposes would be very likely to lessen somewhat the burdens already imposed upon their citizens, and yet, at the same time, with the amount received augment their school fund and increase the amount and efficiency of the instruction. In these states the tendency would be to elevate their educational standard. The states which have hitherto been too weak and feeble to furnish funds sufficient to establish a thorough system of public schools, rather than lose the large fund thus granted, would at once enter upon this too long delayed work in good earnest.

Take for example Alabama, the first on the alphabetic list, where less than one-half of the children are enrolled in the public schools, and the amount expended on each scholar in 1880 was about $2.09; her share of the proposed distribution would be a little over $1,110,000, or about three times the amount she how expends on public instruction. Georgia's proportion would be $1,800,000, or about four times the amount she expended in 1880.

Can we doubt for a moment that such a large addition as this would encourage these States, which are now struggling to recover from their crippled condition, to enter with increased vigor upon the work of educating their children by means of a well organized common school system?

Much more might be added in reference to the operation and effect of this bill if it should become a law, but this will suffice as an explanation. I will therefore turn to the discussion of the propriety and expediency of its passage at this time. But before doing so, allow me to remark, that I am not so wedded to the particular form in which it is now presented that I am unwilling to accept any amendment thought advisable that does not defeat the object intended.

Although I have, in the previous part of my argument, given an estimate of what would be the theoretical amount of funds with the addition granted by this bill, if it should become a law, which would be devoted to school purposes, yet, as I have intimated we could not expect that this would be the practical result. In the states where the people are already taxing themselves somewhat heavily for the purpose of educating their children, and where they already have in operation well organized and thorough school systems, the funds received from the General Government would be accepted as a means of relieving them somewhat from their heavy burden in this respect. The result would probably be that such states would lessen their taxes for school purposes, not to the full amount of what would be received, but to a large per cent. thereof.

It may be considered unnecessary for me at this time and place to submit any remarks upon the advantages, to the people and the Government, of education. But there are some points in this connection that have relation to the principles embraced in this bill which, I think, may be appropriately referred to.

Nations are counted great and remembered chiefly for two things, wisdom and power. The former the property of a few; the latter the property of the many though wielded by the few. The ancients aimed to confine knowledge to a select class, and to make it, so far as possible, an inheritance transmissable to their descendants. The enlightened moderns seek to make it the common heritage to all. They search for all the specimens of mind, even of the shreds of it found in the imperfect souls of idiots, and cultivate all these. Why? Because every mind is an element of power. Private individuals ransack the streams and mountains for particles of gold and offer them to the world as an addition to its wealth; but a nation finds honor in discovering minds and offering them to be used in all the duties of life. Des Cartes was accustomed to say: "In the universe there is nothing great but man, and in man there is nothing great but mind," an expression afterward condensed and improved by Sir William Hamilton thus: "In the universe nothing is great but mind."

Our systems of public schools give emphasis to this idea, and justify the search alluded to. A nation may honorably seek power; indeed if it will live it must seek and retain power. Those who

are to be the power of the nation are the children scattered in the palaces, garrets and cellars of cities, and in the homes and cabins of the country, from the Atlantic seaboard to the Pacific shore. Whatever power there shall be, therefore, to do or direct, must be found in these children. Their tide, growing with every advancing year, must supply for the future of our nation, all its wealth, all its science, all its power, all its honor.

It may be assumed that as the present generation shall receive and educate its children, and welcome the annual swarms of immigrants crowding to our shores, so will the land increase in all that makes a people worthy of everlasting remembrance. And the same conditions which secure this will also establish our country in all that a free people can desire: power, honor, comfort, intelligence and wealth. What some of these conditions are it is not hard to declare, for knowledge universally diffused is so clearly the great force that even a statement to this effect is unnecessary. That "knowledge is power," is a truisn now denied by none.

A hand with an educated brain behind it is worth more than treble an ignorant one. Give the finest climate earth can show, the fattest soil the continents lift out of the sea, the richest mines the mountains contain, the safest harbors that border the sea or indent the land, and let a people be ignorant of their own capabilities, or of the resources of nature and her mighty agencies, and what are all these worth? Africa to-day has ten million of square miles of soil as fertile as lies beneath the sun. She has a hundred millions of people. Yet the little island of England, with only about sixty thousand square miles and forty millions of people, produces, annually, in a climate almost of the polar circle, more articles of food and clothing raised directly from the earth by agricultural labor alone than all that continent; and if you count in the manufactures which her machinery yields, she does the work of ten times the whole population of Africa. How is she enabled to do this? Simply because the educated mind of England can multiply her hands by a thousand fold. Nature lends her gravitation; even enslaves her sun and harnesses her lightning, so that they afford hands and feet to run and labor for those people who have learned to use such agencies. The same thing is seen in any enlightened country, or at least where education is widely diffused.

And yet in England less than half the common people's children are educated in any suitable degree. It is mind which has accomplished all these wonders; and minds are found in almost equal numbers in all ranks of society. The child of the peasant is often as full of genius as the child of the prince, with a stronger body and less tendency to habits of vice or recklessness; and if he can be found and educated the nation certainly derives the greatest possible benefits; and if a nation is to be raised to its highest degree of efficiency, every particle of its mind must be utilized.

The nine millions of children who daily march to the school-houses of the North, the West, and the South, are better as a defense for the whole nation than a standing army as large as all the armies of Europe. The quarter of a million of school-teachers who daily drill these children in the school-houses, are a better provision for training the nation in patriotism than all the statesmen and military officers of the Old World. Let every child of the nation be sent to a good school, and trained by a proper method in broad national ideas, and we never need fear either foreign aggression and domination, or domestic insurrection and sectional strifes and jealousies. Strength, peace, harmony, prosperity, nobility of character, patriotism, virtue and happiness, would flow as from a perennial spring in the mountains, to fill the land forever.

But the benefits of education are not confined to an increase of material prosperity, and to the means of promoting the public defense. The physical comfort and general healthfulness of the whole population are advanced thereby in even a greater ratio than the interests before named. Can it be reckoned no benefit to a community that every person possesses sufficient intelligence to understand the reasons for cleanliness and exercise, the necessity for pure air and good food, and the means of securing all these? Are more comfortable and beautiful homes no profit to families, and do not all arts which knowledge fosters contribute to the happiness and power of a people? In the mere matter of bodily health it would not be difficult to show that if the whole of a community could be brought to practice the precepts of hygiene, which could be readily learned by a child of fourteen without loss of time from ordinary family duties or for needed rest, at least two-thirds of all the diseases which now afflict the human race would be as effectually banished from the earth as reptiles are from Ireland.

The effect, also, of the general diffusion of education among the masses of our population in respect to their moral condition can scarcely be calculated. That evil will ever go side by side with good in this world experience leaves us no reason to doubt. That while, by a general school system we are educating those who will be an honor to themselves and a benefit to society and the nation, we are also to a certain extent educating the vicious is true; but that on the whole education tends largely, very largely, to increase the better element in proportion to the vicious, is a fact that cannot be denied.

A QUICK VERDICT.

The following is from a dispatch in the *Cleveland Leader*, of March 21, 1882, the judge (Voorhees), himself taking enough interest in the matter to furnish the statement to the reporter:

"John A. McDowell, the Superintendent of the Public Schools at Millersburg, O., was indicted for assault and battery upon one of the pupils.

"On the trial it was disclosed that the scholars in room No. 6 were very unruly and acted very disrespectful towards Mr. Finley, the teacher in said room; that disorder and misconduct of the worse kind reigned supreme; that Mr. McDowell, the superintendent, visited the room, and detected the prosecuting witness, named Thomas, in snapping matches in order to create disorder in the school; that he (McDowell) went to the boy, who was seventeen years of age, caught him by the collar of his coat, pulled him from his seat, and handled him in a vigorous manner.

"Judge Voorhees in his charge to the jury said to them that the people of this State, at great expense, have provided and are maintaining common schools where all the children of the State can go for the attainment of that knowledge and culture that will qualify them for usefulness to themselves and society.

"The importance and advantages of the schools would be beyond any man's abilities to portray. It can be only realized in witnessing its effect upon society in all its phases.

"These advantages cannot be afforded in the schoolroom without discipline and order, and order cannot be preserved without giving

to the teacher in charge power to compel pupils to comply with the rules and to so demean themselves as to preserve such order as will secure to every scholar the advantages of a well ordered school.

"That if a scholar shall disregard the authority of the teacher and become a disturbing element in the school, it is the right of the teacher to use such treatment and force towards the pupil as will secure his obedience to proper decorum for the school, even though he should have to inflict corporal punishment.

"In inflicting corporal punishment the teacher would not have a right to wantonly and excessively beat a child to its injury, but moderate correction, such as a prudent man would give, merely to compel obedience, would not make the teacher liable for assault and battery; yet if a teacher should, out of malice and with a view to injure a pupil, beat and wound the scholar, then the excess of punishment over and above what a prudent teacher would inflict for the purpose of compelling submission to proper and necessary discipline, would be assault and battery.

"In weighing the testimony as to whether a teacher has inflicted more than necessary punishment, the jury should be careful to not weigh it with too much exactness, so as to put it in the power of bad scholars by their conduct to disrupt the schools by the fear of the teacher, that, in his efforts to coerce obedience, he might go beyond a nice point of distinction marking the line between proper punishment and crime.

"To hold teachers criminal for the exercise of the necessary power to compel obedience to good order in our schools will be to abandon the advantages of our schools and put it in the power of a few bad scholars to destroy the advantages of the whole common school system.

"The jury was instructed by the judge that if they found that McDowell did no more than was necessary to insure the order of the school, no more than a prudent teacher would have done under the circumstances and provocation, then their verdict should be for the defendant. But if they found his punishment was wanton, wilful, and done with an intention to injure the boy, and was in excess of what a prudent teacher would have done, then the verdict should be 'guilty.'

"The jury was out five minutes and returned a verdict of 'not guilty.'"

We believe this verdict is an index of the conviction of the substantial and intelligent part of every community. Indeed, excepting the decisions of a Chicago Justice of the Peace who was a political aspirant, and of a Cincinnati Judge of the Police Court whose eyes and ears are all in the same direction, the decisions have generally upheld teachers in such cases.

We speak in the interest of the tax-payer who supposes that his money is spent for the best good of the community. Judge Vorhees covers the point admirably in the sentence:

"To hold teachers criminal for the exercise of the necessary power to compel obedience to good order in our schools will be to abandon the advantages of our schools and put it in the power of a few bad scholars to destroy the advantage of the whole common school system."

We fully realize the importance of guarding such a power against the danger of abuse. Let it be exercised under wise restrictions, and to the minimum extent. Leave teachers to be handled by the courts like other public servants in case of malfeasance in office. But let Boards of Education instead of joining in the hue and cry that may arise, be friends and defenders until it is fairly proved that such defense is undeserved. Let them follow the Cleveland Board in furnishing counsel and advocate to see that the teacher receives justice. Such an attitude would add more to the efficiency of the teaching force in districts where corporal punishment is needed than doubling the number of teachers.—*The Schoolmaster.*

PRACTICAL TOPICS FOR STUDY.

Examiner Harlan, of Hartford county, Maryland, presents such timely and suggestive topics as these for his teachers to consider and discuss; they will suit other latitudes of the country, if we judge rightly:

1. How can the number of pupils in our public schools be increased, and the attendance made more regular?

Sub-heads.—Census of each school district; whose duty to urge negligent parents, and how best accomplished; aid for indigent

children; neat school-house; earnest teacher; interested pupils; necessity of union of teachers and trustees.

2. In what respect do our schools fail to meet the wants of the people, and how can the defects be removed?

Sub-heads.—What the people want; usual character of school work; getting into ruts; hearing lessons *versus* teaching; want of method; exhibits at county fair.

3. Can teachers do good work who do not study, do not read educational works, and do not meet together for consultation?

Sub-heads.—Effect of study on the mind; necessity for accurate scholarship in the school-room; school journals and their effects; comparison of methods; teachers' associations and institutes.

4. Letter-writing as a test of good work on the part of teacher and pupil; written examinations by the examiner when visiting the school.

Sub-heads.—Usual errors in writing; punctuation, capitals, and spelling; cause of lack of power to express thoughts, and results of same; practical nature of the work; effect of last year's examinations as observed by different teachers; ability of pupils to write from dictation.

5. When should the two public examinations required by law be held, and how?

Sub-heads.—Availability of different times; different classes of pupils at different times; effect on promotions; effect of written examinations; records of same; should rules for promotion in higher grades be rigid?

6. Does the corps of public school teachers of Hartford county exercise its proper influence in the county; and if not, how far are they themselves responsible?

Sub-heads.—Personal influence of each in his district; influence of the body on the whole community; organization of corps; professional pride; community of interest; temporary teachers.

7. How can the public school property best be preserved?

Sub-heads.—School-house; furniture; grounds; books; teacher's duty; pupil's duty; necessity of economy.

It is easy enough to forgive your enemies if you have not the means to harm them.—Heinrich Heine.

OFFICIAL DEPARTMENT.

PROGRAMME FOR EXAMINATIONS FOR STATE CERTIFICATES.

For the information of all interested, the following programme for examination for State certificates is announced. These examinations will be held at Madison, in the Senate chamber:

Wednesday, August 9th.

U. S. History, Arithmetic, Geography, Civil Government, and Oral Exercises.

Thursday, August 10th.

Algebra, Physiology, Reading, English Grammar with Analysis, Penmanship, Natural Philosophy, and Oral Exercises.

Friday, August 11th.

Geometry, Orthography, Orthœpy, English Literature, Mental Philosophy, Theory of Teaching, and Oral Exercises.

Saturday, August 12th.

General History, Zoology, Botany, Geology, Political Economy, and Oral Exercises.

Three sessions will be held each day: 9:00 A. M. to 12:30 P. M.; 2:00 to 5:30 P. M.; and 7:30 to 9:30 P. M.

ROBERT GRAHAM,
State Superintendent.

ESPECIAL NOTICE.

To School Boards of Graded Schools of two or more departments:

A careful study of the last paragraph of Chapter 69, Laws of 1882, leads to the conclusion that the comments under said Chapter, in the Circular of Laws of 1882, relating to public schools, should read as follows:

"By this act the school officers, whose terms of office would have otherwise expired in 1882, will continue to hold the offices

until the annual meeting in June, 1883; and so those, whose terms would expire in each of the two following years, will hold the offices until the annual meeting in June following the year in which their term would otherwise expire."

There will be no election of school officers, in any district, under this act, in 1882, except to fill vacancies.

ROBERT GRAHAM,
State Superintendent.

EDITORIAL.

A VERY encouraging sign of the times is the attention which is being given to the subject of general public education by public men, by the press, and by the pulpit. The occasion of this new and widespread interest, is the introduction in Congress at the present session of a number of bills making large appropriations of money from the treasury of the United States, to be distributed among the several states in proportion to the illiteracy prevailing therein. Nothing so quickly and certainly excites interest in and secures attention to any proposition, as a feature involving the disbursement of public money. In the present case there is the additional feature of a proposed new departure in the policy of the general government in its relation to the subject of general education.

Heretofore, the utmost extent to which the general government has actively participated in this great business has been limited to the establishment of a bureau of education in the interior department, and the maintenance of a Commissioner at the head of the bureau, charged with the duty of collecting and disseminating information in relation to education throughout the country. Now it is proposed to extend this connection to the extent of endeavoring to secure to every citizen the opportunity to acquire a fair elementary education. The change proposed is radical, involving in its principle the entire question of the nature and function of the central government in the republic. The matters of detail of administration, and of responsibility are also involved, and intensify the importance of the issue.

The two leading propositions are developed in the bills introduced by Senator Logan, of Illinois, and by Senator Blair, of New Hampshire, respectively. The former proposing to devote the entire revenue derived by the United States from taxes upon spirituous liquors, to the purpose of promoting general elementary education. The latter proposing to appropriate from the general treasury of the United States a certain number of millions of dollars annually for the same purpose, but decreasing in amount from year to year.

The bill of Senator Logan has encountered great opposition from many quarters, on the ground of the source from which the fund is sought to be derived; while that of Senator Blair has been almost universally commended by those opposing the other, on account of the careful provision made therein for securing the end sought through co-operation of localities, as well as for the reason that the appropriation is made directly from the general treasury.

Perhaps, however, Senator Logan's bill should be credited with the result of provoking the largest amount of interest and discussion. The press and the pulpit have taken up the discussion, and thereby interested themselves and their auditory in the general subject. Investigation has convinced multitudes, and great unanimity of opinion is expressed that the evil is great, peril is imminent, and the necessity for governmental intervention and aid imperative.

Another benefit from this agitation is apparent. From the discussion of and interest in schools and school facilities for all, the step is not very great to attention to the trüe ends and aims of school work, and the means by which these are to be reached. Presently there will dawn upon multitudes of minds hitherto oblivious to the fact, that there are such things as illiteracy as a product of the schools, and immense waste in the processes of education. No such great scheme of aid in public education can be entered upon and prosecuted for any length of time without bringing into prominence such questions as supervision, qualification of teachers, school curriculum, manners and morals, hygienic conditions, etc., etc. And who may foretell with what rapidity the great reforms for which many have been working and waiting in patience and hope, will be inaugurated when the great forces that mold public opinion are concentrated upon the great subject of public school training!

A CLASS of five — two men and three women — graduated at Mankato, Minn., Normal School, April 13th. The rest of the class of 1882 preferring to stay another year and take a more extended course of study than has been pursued in that institution. We judge that Pres. Searing's convictions and influence in the direction of high attainments and thorough scholarship are beginning to be felt in the school under his management. Music, essays, lecture, and addresses by State Superintendent Kiehle, Pres. Shepherd, of the Winona school, and Hon. T. Simpson, President of the Board of Regents, were the exercises upon the occasion, which were closed by a banquet in the evening, given by the alumni of the institution.

WE learn that R. D. Whitford has been elected superintendent of schools in the newcity of Menomonie, Dunn coun

It will be gratifying to many to learn that the effort being made to secure the meeting of the National Educational Association in Wisconsin in 1883 is being most heartily seconded. Pres. Parker, of River Falls, writes: "I have exceedingly cordial responses from nearly every county and city superintendent in the State to the proposition to invite the National Association to hold its session of 1883 in Madison. Some Minnesota and Iowa men have also responded. Pres. Pickard, of Iowa University, will attend and help us at the meeting at Saratoga this year."

The old and widely known firm of G. & C. Merriam, which has so long published the great English lexicon, Webster's Unabridged Dictionary, is a name of the past. Hereafter the firm name is to be G. & C. Merriam & Co., Mr. Orlando M. Baker and Mr. H. Curtis Rowley having been admitted to the firm. Mr. Baker will be remembered as a former Wisconsin teacher, principal of the 5th, and also of the 8th ward school in Milwaukee, and in 1867 President of the Wisconsin Teachers' Association.

A correspondent asks us to publish the names of President Arthur's cabinet as at present constituted, and also the amount of the national debt at the present time. The names of members of the cabinet are as follows:

Frekerick T. Frelinghuysen, of New York, Secretary of State.
Charles J. Folger, of New York, Secretary of Treasury.
Robert T. Lincoln, of Illinois, Secretary of War.
William E. Chandler, of New Hampshire, Secretary of Navy.
Henry M. Teller, of Colorado, Secretary of Interior.
Timothy O. Howe, of Wisconsin, Postmaster General.
Benjamin H. Brewster, of Pennsylvania, Attorney General.

By the official statement in regard to the public debt at the close of the month of April, it appears that the total amount of outstanding obligations against the United States at that time was $1,957,425,179; the total debt less cash in treasury was $1,711,850,598.

The Sauk county Educational Association held their last meeting at Baraboo. The *Republic* of that place says:

There was a good attendance of teachers from all parts of the county, and the sessions were interesting and instructive. Supt. Lunn was in attendance. The principal feature of the meeting was the exhibition of school work, the first of the kind given in the county. It was placed in the High School room and was very creditable, showing that the teachers of Sauk county are doing commendable work, and giving evidence on their part of careful, painstaking and thoughtful instruction. Several of the schools of the county were represented in the exhibit. The larger part of the exhibition was the work of

quite small children, and showed talent which if cultivated will be of great benefit to them. The exhibition was principally specimens of drawing, consisting of fruits, flowers, maps, geometrical figures and pictures. The blackboards on all sides of the room were covered with drawings of different designs, original and copied, in white and colored crayon, all by young children, some of which were especially noticeable. Several tables extending the entire length of the room were covered with work from different schools, maps, lesson papers, language books, showing specimens of composition and penmanship, also reviews and examination papers, with very neatly executed penmanship and questions correctly answered. There were also quite a number of botanical specimens, a collection of woods and kindergarten work, specimens of free hand drawing, etc., the whole making a very interesting collection.

THE Stevens Point High School has recently been placed on the "accredited list" for the general science and modern classical course of the State University, after a two days' examination by a representative of the University faculty. Frank L. Green, A. M., (Amherst) is Principal. This is his third year there. The first class was graduated from the school last summer. Of the ten who completed their studies at that time, six are students in higher collegiate institutions during the present year, two are teaching, and two are in business. The present graduating class will number ten, five in the four years' Latin course, and five in the three years' English course.

JAMES MACALISTER has been re-elected Superintendent of Schools of the city of Milwaukee, and Hon. Joshua Stark, President of the Board of Education of the same city. No one thing so surely indicates the intelligence and public spirit of the metropolis of the State, as the fact that amid all the mutations of political parties, the school affairs are kept in charge of men so eminently fit for the high trust. We congratulate the city, we congratulate the appointees, and we congratulate the State, upon this result, and upon the unanimity of the action preceding this result.

IT has been customary for many years in Waushara county to hold, each year, two sessions of county normal school. The terms are five or six weeks in length. At the close of the term each student or teacher in attendance pays a fee of twenty-five cents per week. Supt. Tobin notified the teachers in attendance at the institute held in April, that all such fees which have been paid to the Superintendent, and have been retained by him, or been paid to an assistant, will hereafter be applied to the purchase of a library for the teachers of Waushara county. This library will consist of maps, charts, apparatus and books, suitable as aids to teachers in their profsession. It is easy to see that the amount, more than one hundred dollars, thus given annually, will in a few years furnish the teachers of that county with a large working library.

THE one hundredth anniversary of Froebel's birth was observed in Milwaukee, and by the reports of the papers we judge elicited a good deal of interest. Excellent addresses were made by Supt. James McAlister, Carl Doerflinger, Miss Sarah Stewart and others, at the public meeting in the evening. A great amount of information about Froebel and his system was disseminated, as well as concerning the true principles underlying all true education.

PROF. JOHNSON, of Whitewater, writes us: "I think I have made a useful innovation in the teaching of botany in these northern regions by obtaining specimens from Alabama at least four weeks in advance of our season; thus giving the class a corresponding advantage in time. We get them in abundance so that we have no lack of material to work upon."

PROF. HUTTON says of the institute syllabus of the present season: "We have a good syllabus this year. At every institute I have been much pleased to see the teachers *grow* into an appreciation of it. There is enough of it for next year, I think."

THE following is an extract from a letter received from A. R. McDonald, clerk of Dist. No. 1 in the city of Chippewa Falls: "Our graded school in the new south side building is now in a flourishing condition. It was late last fall before we could complete our school-house, and the consequence was we had a short wintér term. The building is designed for four departments.

We secured the services of Mr. Vesper Morgan, as principal, for this spring term, and are happy to say that everything is passing off harmoniously and well. A lack of interest on the part of the patrons of any school, is a serious drawback to that school, whereas a manifested interest is a help.

A decided interest in school work has been secured thus far in our school this spring on the part of the pupils, and it is hoped through them a corresponding interest may be awakened on the part of the parents. Already we see signs of it. We believe our last monthly report has done much to bring about this result, and trust that in the future more may yet be done in this direction."

AT a meeting of the Board of Education of Milwaukee, April 4, the Kindergarten Committee reported that a Kindergarten will be opened in the Eighth Ward Primary School on April 10, and that the training class will be opened on the same day at the Normal School building. A petition from several school district principals, asking for increased compensation for their services, on account of the present high cost of living, was received. The petition was referred to the Executive Committee.

NOTES.

A MASSACHUSETTS school boy, being asked to give the feminine of tailor, replied, "dressmaker."

UNDER the Minnesota law allowing female suffrage on school officers, 220 ladies voted in Winona at the charter election in April.

THE National Conference of Charities and Correction, whose president is Andrew E. Elmore, of this state, will hold its ninth annual convention in Wisconsin in August next, meeting in the assembly chamber at Madison on August 7th, 8th, 9th and 10th, and in Milwaukee on August 11th.

REV. JOHN DAVIS, who settled in Michigan in 1831, as a missionary, has just died at the residence of his daughter in Medford, Mass., aged 85. He was the first superintendent of public instruction under the state government, and originated the plan for organizing primary schools. He returned to the ministry in 1842, but to the last maintained his interest in educational matters, with which he was more or less directly connected for fifty-six years of his life. He was thrice married, the last time in 1833. His remains were brought to Michigan, and interred at Marshal.

THE grammar schools of the several wards of the city of La Crosse united in an "exhibition" at the close of the term, which the local papers commend very highly. One of the exercises consisted of a presentation of "Hiawatha," which required forty minutes, and in which seventy-five pupils participated. Another, was an interest computing challenge — a class of about thirty pupils against seven prominent citizens. After the first example was given the audience naturally shouted when one after another of the pupils' class sprung to their feet until every one had risen before the gentlemen were through sucking their pencils. Mr. Bentley was the first of the latter up. On the second example Mr. Bentley was on his feet first of all, but unless the audience misunderstood the situation his figures were wrong and Mr. Sutor the only one of the gentlemen correct. The fifth example given was as follows: Principal $12,880; interest 8½ per cent.; time 7 months and 15 days. Two boys were on their feet in 75 seconds; then a half dozen girls. Mr. Bentley was the first of the gentlemen up, and the pupils were generally on their feet before their competitors. The exercise took well with the audience and gave them enlarged ideas of the acuteness growing out of the modern system of instruction.

Other pleasant exercises were a glorification of the Star Spangled Banner in speeches and songs; "Home, Sweet Home," by a dozen cute young performers on the mouth organ, which well deserved the enthusiastic encore accorded, and a pretty operetta, "Bobby Shaftoe.

THE spring term of the college at Fox Lake, Wis., opened encouragingly on the 23d ult. On the first week of the term two concerts were given under the direction of the music teacher of the college, Mrs. Davis, which were highly successful. Another donation of books for the library has been received.

THE meeting of Superintendents held at Washington in March was of unusual interest. The attendance of representative educators, especially from the South, was very large, and the papers presented were of marked ability and upon topics of a timely and practical character.

The absorbing topic was the question of securing from Congress an appropriation for the establishment of elementary schools in the several States, to be distributed on the basis of illiteracy. This measure received the unanimous indorsement of the educators present from all sections of the country. The committee on Education and Labor, of the Senate and House of Representatives, held a joint meeting and gave hearing to a committe of the Association upon the question of national aid to education in the several States. Hon. H. W. Blair, of New Hampshire, chairman of Senate Committee, presided, and all the members present manifested a deep interest in the facts and opinions communicated by the leading representatives of education from the different parts of the country. The feeling was universal that the needs were such that help should be given at once to aid the several States to overcome the ignorance which perils the best interests of the Republic. A committee was chosen to aid in preparing and perfecting a bill which should secure to the several States such aid as will accomplish the desired object.—*N. E. Jour. of Ed.*

THE Iowa legislature has wisely passed a bill which requires directors of townships and independent school districts to cause to be set out and properly protected twelve or more shade trees on each school site, where such number of trees are not now growing.

JOHNS HOPKINS UNIVERSITY, at Baltimore, has made the nearest approach of any university of this country to the German university method of teaching. The use of text books and the American college recitation system are discarded to a reasonable degree. It is claimed at other American institutions that better results are achieved by the American system than by the German method; at least in the undergraduate classes.

THE fact that there are more than 135,000 public school teachers in the ten prairie States of the Northwest, while the total capacity of the sixteen State normal schools in all of these States does not exceed 4,500 teacher-pupils, proves very conclusively that the number of State normals is inadequate. Particularly is this the case in Illinois, which has but two such institutions, and Michigan, Indiana, Iowa, Kansas and Nebraska, which have but one each. Wisconsin with four and Minnesota with three, are far in advance of their neighbors in this regard.

The importance of establishing teacher-training departments, in all truly excellent colleges and seminaries, and in connection with the best high schools of the cities and principal towns, is attracting increased attention. The public press, the pulpit, and the voice of the platform unite in demanding that none but well-prepared teachers be placed in charge of the schools, yet if it were enacted that no one should receive a teacher's certificate who had not taken at least one year's instruction in pedagogics, fully 900 out of every 1,000 Western schools would have to be closed for want of teachers. *Inter Ocean.*

HEREAFTER the orphans graduated at Girard College will not be sent out into the world without having had an opportunity to learn any of the industrial trades. When the institution opens in the fall there will be shops in which the boys can learn to use tools, and make various articles of merchandise — such as shoes, brushes, boxes, and various sorts of furniture. Instruction in the principles of architecture, and the arts of different kinds of framing and joiner-work will be given as soon as it is expedient.

A FEW weeks ago it was announced that an application had been made by E. F. Priest, teacher in Dist. No. 5, Loyal, to the county superintendent for a final examination of a class of young ladies in his school who had completed the course of study recommended by the State Superintendent for the country schools. In pursuance of that application, the class was given a thorough examination, lasting three or four days, and Miss Sophronia Castner, aged sixteen years, Miss Hattie Smith, aged fifteen years, and Miss Eva Arms, aged thirteen years, were found qualified for graduation. The graduating exercises were held in the M. E. church at the village of Loyal on the afternoon of the 27th ult. The essays read by the members of the class and the address by the county superintendent on delivering the diplomas were interspersed with choice music, and those who attended were well entertained. The exercises reflected credit not only on those engaged in them, but on the whole school from which they came, and especially upon their thorough-going and enterprising teacher.

It is to be hoped that other teachers and other scholars will follow the good example thus set them. The examination questions used and the answers given are on file in the office of the county superintendent, who will be pleased to show them to any teacher or other person, interested in carrying into effect the recommendations made in the circular on "The Grading System for Country Schools."— *Neillsville Times.*

PRESIDENT WHITFORD left this village Tuesday for a trip to Colorado, and the "Rockies." He may conclude to visit the Pacific before his return, and takes with him the best wishes of his many friends for a pleasant journey and a safe return. He expects to be absent about four weeks and anticipates improved health as the result of the vacation.— *Milton College Journal.*

THE schools of the city of Janesville closed April 28th. This is the end of the school year proper in that city, and the usual exercises of graduating classes were held. After the valedictory, Superintendent Burton presented the graduating class to Mr. Stanley B. Smith, President of the Board of Education, who addressed them in a felicitous manner. With reference to the class he said:

"The number graduating to-day is twenty-three — seven more than received diplomas one year ago, and that class was the largest which had completed the course in the twenty-five years history of this building. The present class is composed of sixteen girls and seven boys, and it is interesting to know that of the number all but two entered the lowest primary rooms of our schools and have followed through the twelve years instruction to its termination. With the exception of one pupil, who joined the fourth grade of the High school, all who graduate to-day were in the first grammar room five years ago, and as an evidence of the general excellence of the class, it can be truthfully said that its ranks have been depleted only by removal from the city or other unavoidable cause, and never by reason of inferior scholarship or severe discipline."

IN a single school at Charleston, S. C., there are 1,400 negro children. The teachers are all white — the principal is a man; all the other teachers are women, many of them ladies of great refinement, themselves once mistresses of slaves, whom necessity has compelled to seek employment. They are working in good faith, and with infinite patience, and they undoubtedly make the best teachers for the blacks. From their intimate knowledge of them they know best how to deal with them.

THE census statistics collected and tabulated, though not quite complete, show the interesting and somewhat surprising fact that there is a round 500,000 dependent persons in 50,000,000 of population of the States and Territories; of whom 90,000 are insane, 75,000 idiotic, 50,000 blind, 30,000 deaf and dumb and 250,000 paupers and prisoners.

THE Ripon College literary societies are counted among the strongest educational forces of the institution. They have not waned in their encouragement of debating talent, as many of the societies of Eastern colleges have done.

Dr. WICKERSHAM of Pennsylvania has received from the President the appointment of *charge d'affaires* to Denmark, and it is presumed that he will accept the position.

THE Virginia legislature has passed a bill to establish a colored normal school, with an appropriation of $100,000.

R. H. STRUTHERS, of Fort Atkinson, has been called to the position of teacher in the Industrial School at Waukesha.

THE SUMMER TERM of the Western School of Elocution and Oratory, Des Moines, Iowa, will commence June 19, 1882. Send for circulars.

It is proposed in Switzerland to pass a federal school law for the government of the schools which are at present under the control of the separate cantons. One section of this law provides that every youth, after leaving the primary school, shall spend at least two hours every week in a night school.

The alumni and undergraduates of Yale college have raised money sufficient to purchase a park for athletic sports, to be the property of the students. The grounds comprise six acres of sloping land on the western side of the city and are to have an incline of one foot in five hundred feet. The walking and running track will be a quarter of a mile in length. Inside the oval made by the track will be the tennis-ground. On the south side of the track will be the grand stand, and south of the stand the ball-field and the lacrosse and cricket-grounds. A place will also be devoted to archery.

The French Senate has adopted the first clause of the Obligatory Primary Education Bill, as passed by the Chamber of Deputies. This bill was introduced in 1879. Its object was to make primary education gratuitous, obligatory, and of lay character. The principal provisions of the bill are: primary instruction is obligatory for all children, of both sexes, between 6 and 13. This instruction may be given in public or private schools or at home. Industrial training appropriate to local wants and resources shall be given in the advanced primary schools.

During the twelve years since the University of Minnesota was founded the average attendance in the Department of Agriculture is said not to have exceeded one student a year, although a majority of the several hundred young men and women pursuing other courses in the institution have been the sons and daughters of farmers.

The delegates of the National Educational Association who asked Congress last week for national aid for the public schools seemed to be agreed that an appropriation of $15,000,000 would place the Southern schools on a solid foundation for the present, at least.

John. F. Slater, of Norwich, Conn., has signified his intention to create a fund of $1,000,000, to be known as the 'John F. Slater fund,' for the education of Freedmen. The fund will be vested in a board of trustees which includes ex-President Hayes, Chief Justice Waite, Wm. E. Dodge, of New York, Gov. Colquitt, of Georgia, James P. Boyce, of Kentucky, and Wm. A. Slater, the donor's son. Mr. Slater explains: "The general object which I desire to have exclusively pursued is the uplifting of the lately emancipated population of the southern states and their posterity, by conferring on them the blessing of Christian education."

The State of Virginia is having some vigorous educational legislation. Here is one specimen, a law recently enacted: "The boards of education of the several districts shall hold their first meeting for each school year on the first Monday in July. At this meeting they shall determine the number of months the school shall be held in the district, the number of teachers that

may be employed in the several sub-districts, and fix the salaries that shall be paid to teachers. In determining the salaries they shall have regard to the grade of teachers' certificates, fixing to each grade the salary that shall be paid to teachers of said grades in the several sub-districts, as follows: Teachers having certificates of the grade of number one, shall be paid not less than twenty-five dollars per month; those holding certificates of the grade of number two, not less than twenty-two dollars per month; and those holding certificates of the grade of number three, not less than eighteen dollars per month. And the trustees of the several sub-districts shall in no case transcend or diminish the salaries so fixed in any contract they may make with teachers."

This section we clip from the law concerning text-books: "That until the present contract for the supply of school books for the use of schools in this State expires, the retail price at which certain books named therein shall be sold in this State shall be as follows: That is to say, McGuffey's new eclectic speller not to exceed fifteen cents per copy, McGuffey's new first eclectic reader not to exceed fifteen cents per copy, McGuffey's new eclectic third reader not to exceed thirty-five cents per copy." It is proper to state that the reason given for this law is, that the two cents additional allowed to be charged by the retail dealers will induce them to keep school books in stock, which they have in some instances refused to do under the present law.

SIX young lady pupils of our high school have obtained certificates from Supt. Harper and will teach the coming term at different points in the neighborhood of Lancaster. As Supt. Harper's examinations are noted for their thoroughness, the successful manner in which these young ladies have passed through his crucible, reflects great credit, not only on themselves, but on the teachers under whose charge they have been. Prof. Reed is quietly but none the less effectively doing a good work in the schools here.—*Lancaster Herald.*

EX-SECRETARY BLAINE has been asked to address the National Educational Soeiety at its next annal meeting, which will be held in Saratoga.

OUR BOOK TABLE.

A BEAUTIFUL little book entitled, "How to Paint in Water Colors," has just been issued by E. L. Kellogg & Co., of New York. It was prepared by a most successful artist and teacher and will prove of great assistance to all who desire to acquire the art of using water colors. The directions are minute, practical and intelligbile; the mode of using the colors; the materials themselves, and all the needful suggestions will be found in this volume. Price, in handsome stiff paper covering, 40 cents; in boards, 60 cents, postpaid.

Circular on Plans and Specifications of School Houses for the Country Districts, Villages and Smaller Cities of Wisconsin. This Circular is a part of the

annual report of ex-Superintendent Whitford for the year 1881, published in this form for distribution to mechanics, architects, school officers and others interested in the construction of school houses. The circular is a very full discussion of the latest and best views upon the location, arrangement, lighting and heating of school houses, contains many plans with views of elevations, estimates and specifications, represents a great amount of research and labor in its preparation, and ought to have a most beneficial influence upon the character of the school houses hereafter built in the state.

In the *North American Review* for May, Carl Schurz, treating of "Party Schisms and Future Problems," presents many well-considered observations which cannot fail to interest in the highest degree that large and growing class of citizens who refuse to be influenced by obsolete party cries. "Days with Longfellow," by Samuel Ward, contains personal reminiscences of the beloved poet just deceased, extending over a period of forty-five years. Elizabeth Stuart Phelps, in an article entitled "What Does Revelation Reveal?" seeks to prove that the objections brought against the Bible by modern unbelievers are based upon a misconception of the true intent and scope of the sacred volume. W. H. Mallock, the well-known English essayist, in the first of a series of "Conversations with a Solitary," very ingeniously contrives to put the advocates of democracy and modern progress on the defensive. Finally, Gail Hamilton contributes a paper, "The Spent Bullet," in which science, the pulpit and the law are with exquisite wit taken to task for the part they respectively played in the Guiteau-Garfield tragedy.

The Popular Science Monthly for May.—"Methods and Profit of Tree-Planting," by N. H. Egleston, is the subject that opens the May "Popular Science Monthly;" and, in the long run and the large way, there are few subjects more important. This is one of the cases in which the selfishness of individuals, always short-sighted, slowly accumulates into great public calamity. But this paper is not a mere lament over the ruthless destruction of our forests; it is devoted to the remedy, the practical benefits, and rules of successful tree-culture. The paper of Alfred Russel Wallace on "Monkeys," like all that this author writes, is most interesting. It is one of the freshest discussions we have seen in a long time upon a threadbare subject. Rev. E. W. Brown offers some acute and bold reflections on "Liberty of Thought;" and Miss Nina Morris answers Miss Hardaker "On the Woman Question." Her paper, trying to establish the mental equality of the sexes, is smart, if not decisive. Dr. Swan M. Burnett discusses the somewhat overdone subject of "Color-Blindness." Mr. Le Sueur criticises the new book of Judge Stallo; and Dr, Bacheler gives some information on "The Tree that bears Quinine." There is a full and very entertaining "Sketch of Sir John Lubbock," and an unusual budget of miscellaneous matter at the close of the number. The contents of the May Monthly are varied and substantial, without being striking or exceptional.

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SELECTED.

HARVARD LECTURES ON PEDAGOGY.

BY PROF. G. STANLEY HALL.

THE TRAINING OF THE MEMORY.

People who have given but the most superficial attention to philosophy are aware of, and possibly have taken an interest in, the differing theories of the idealists and materialists. But to the educator the great point is, whether or not the results of these controversies may not be utilized by and for his profession. Holding, as I do, that materialism is fundamentally wrong as a philosophy, still I think we may derive from it much help in the elucidation of some of the most valuable principles of education. Materialism certainly seems to have furnished us with a more exact vocabulary than the theory of idealists; especially does it for the purposes of the study of memory. As it behooves the educator always to take the highest standpoint possible, let us by all means banish prejudices, and utilize whatever can be turned to good service in materialism.

From this standpoint we find, at the outset, that the brain and its structure are the very best basis for the study of memory. The

brain is one of the most complicated organs of the body. So far we have been able to learn much of the number, structure, and connection of its fibres, cells, etc.; but in the nervous structure there seems to be a complexity of connection which is absolutely unequaled in all imaginative work or conception,—it is, indeed, limitless. If we leave the structure and pass inward, and ask what takes place within the nerve-cells, we are still more at sea.

WHAT CONSTITUTES THOUGHT?

has been the question of philosopher and scientist for ages, and yet to-day we are ignorant of the ultimate processes of the brain. It is a field of mystery, however, to which three or more of the sciences are bringing to bear their most exact methods, and along these lines we must look for the most important discoveries. So far these sciences have given us a most admirable nomenclature. They teach us that the educator need not consider himself as dealing with occult forces. His work is *brain building*, and this he should know.

In looking at the question of memory, we first come to what is termed the after-image. This after-image may be due not only to impressions made upon the retina, but upon any of the senses. The time that these sense-impressions last has been gauged and found to be very brief. This is important for the educator to know, for it gives him some clue as to the range and scope of the consciousness. Again, careful observations have found how many of these impressions may be recorded at the same time; by the ear, twelve seems to be the limit that can be recorded. This gives us the compass of consciousness in this particular, for twelve seems to be the greatest number of changes in intensity which the mind can take in by the ear without counting them. Of time, such as between two different beats of anything, the memory seems to have but very little perception; of length, we have a little better memory, and so on. This memory seems to be a sort of molecular thrill, which re-echoes, as it were, for a time, through the brain, until it more or less fades away, leaving, possibly, some kind of latent trace behind. This kind of memory is very vivid in the young. Children remember everything, and quickly forget. If all these varied impressions, however, are really stamped upon the

nervous system, it is a matter of great importance, and we should know it. Herbert Spencer and many of his followers believe that these first impressions which are made upon infant minds, and which may have but a memory of a few seconds, are those which break out the foothpaths, as it were, of the mind, and which may become the well-beaten tracks of association, leading outward,—the line of the mind's future attention. All these impressions, however, are not recoverable. Motor impressions, though vivid, are not recoverable; taste and smell are, with great difficulty; but the impressions of the ear and eye are easily recoverable, and it is these recoverable impressions that we are most interested in.

Passing to the second stage of this question, we have what is called

THE SENSE MEMORY.

Galton has devised a very ingenious method by which these memory pictures may be registered. There is a vast difference as to the form which they may take,—from vivid pictures of the thing or matter, to a general concept of words. Question your children at school; one will have a very vague and indifferent impression, another a very vivid, visual memory. Some of these most vivid impressions, however, fade away; and Hobbes has well designated memory as decaying sense. One peculiarity about these impressions is, that they are not always produced voluntarily, but spontaneously,—without our control. This stage of child-life and of memory is very important, and gives a still stronger bent to the mind. Pestalozzi and other eminent pedagogues maintain that many learned men have received the chief bias of their future life from this stage of childhood; so that nothing seems to be written in water; even these fleeting reverie pictures may give a potent bend to the plastic mind of childhood.

The next stage brings us to voluntary memory,—the subject of will. Here we come to practical pedagogy, and to the question what is to be learned by heart? If we reflect upon the work that memory has to do, we shall respect more than we do the mere automatic learning by heart. Very much of our mental activity has to be memory. Even if we become original, it is very important to ascertain how much has been done by our predecessors. The necessity of learning facts,—alien matter,—by heart, is very great

indeed. The definition that Hegel gives of fact,—viz., where knowledge ends,—is very apt. Words, figures, as well as rules, have to be swallowed, and it is a very important fact that the child's mind is adapted to swallow these facts as it does. What is the need of arguing with the child about simple, self-evident facts, such as, Why is this a spade? etc.

Where this method is practiced, absurd and unnecessary questions are very often asked by the pupil because he has learned that it pleases the teacher, or for some other trivial reason, possibly because he wishes to delay the recitation. It is said we should not mechanize knowledge. Why not, when the knowledge is mechanical? It is a sign of a weak mind when the child cannot learn, when necessary, by rote or by heart, even though the subject may not be interesting. We are very apt to misunderstand a child's mind. We, adults, cannot well learn by rote, and hence we argue that children cannot; but the reverse is true.

Another fact worthy of attention, is the moral advantage of

THE CULTURE OF THE MEMORY.

Wherever you find too great protest against memorizing, you will inevitably find too great protest against severity of discipline. Obedience and memorizing go hand-in-hand, and *vice versa.* It is because we wish to cultivate the independent spirit, that we protest against memorizing; for it seems only by discipline that memory is best cultivated and assisted,—and discipline by memory. I think we may say with Pestalozzi, that it is also an advantage to mechanize certain moral precepts,—possibly a few hymns, etc. The question, when the temptation arises, as to whether one's actions shall be good or bad, is often solved according to what first comes into mind. If the moral precept flashes up, it may powerfully aid the child in avoiding the bad act. The more thoroughly the mind is stored with these facts,—the more rapidly you can pass them before the mind's eye, the better. This is the great aid to culture.

Of course, to follow this method after the child is capable of rationalizing, may be about as injurious as the opposite is to the younger child. But it requires great tact to define exactly when the "judicious" method, as it is called, should be followed instead

of the "memoriter" method,— to find out how far the pupil can understand. It should, however, be remembered that the easiest, laziest, method of teaching is to require *mere* memorizing, or learning by heart. It is into that fatal rut that teaching always and everywhere tends to flow. Yet if you commence too early to presume that the child can understand, what is the result? Those vivid images, which should last to old age, are torn away, and the probabilities are that in the process of working over they will be entirely lost. Hence it is cruel to make children learn rationally too early; yet it is unjust not to let them so learn early enough. The teacher is a sort of guardian of the child, and should use his power for the child's whole welfare,— not to please the child from day to day, so that he shall say to him each day, "Oh, what a nice guardian you are!" but rather that at the end of his minority he shall go to the teacher and say, "Such a course is just what I needed."

As to the technical methods of memory, they have certain advantages, but it is only so far as the mind is taken from those courses of memory which are habitual. The specialist finds use for the technical memory, but for the ordinary person it is only a waste of time. As to the mnemonic method, though backed by good authority, it seems somewhat analogous to the fashions prevalent in hotels of tying a great piece of wood to one's door-key,— a great and unnecessary inconvenience. Yet it is of great consequence that we *hold* the thing in order to know it, which is very different from reasoning upon it, for only in proportion as we hold it are we wise. It is a matter of common note, that many people now-a-days feel a certain emptiness and distrust of their own culture because of the prevalence of these "judicious" methods a generation ago. The memory at its best age was not utilized as it should have been. If the essentials of knowledge had been thoroughly stamped upon their minds, we should hear less of this complaint.

It is said that culture consists not in the quantity of facts that one carries. This, of course, is obvious. Again it is said that real culture consists in the quality of the facts stored in the mind. This is better. But is not culture rather the connection one has between the facts? For elucidation, let us turn to the brain. We find here certain primal fibres,— the fibres of fact; but there are

also others, association fibres; these are developed *later* in life, and are what give culture to life. Hence the greater necessity of learning the connection between things than even the things themselves. In fact, anyone who learns a thing purely and simply by heart, and not its connections, is liable to lose it forever. Here comes in the doctrine of the association of ideas, and as a consequence, the necessity of teaching logic. Order itself is a potent aid to memory. Hoyer says that the seeing of everything put away in order and on time in the school-room seems to be one of the first steps in the promotion of the organization of memory in the children. From this outward order the mind involuntarily tends to make its own order.

The matter of morality is also very much more closely connected with memory than is generally supposed. The boy is the best boy who *remembers* to do right. Again, the memory of one's duties, as opposed to that frivolous, destructive spirit we see so often in boys, is a very important desideratum. In China it was the custom to flog the boys when they did well, in order that they might always remember to do well. That was absurd; but I am not sure that it is wise to flog a child too severely when it does ill. The association only impresses the act more indelibly on his mind, which may not be an over-wise consummation. The golden mean in appealing to the memory seems to be a combination of the rational and purely brute method of learning by heart.

EXAMINATIONS.

The next question is, what shall be reproduced? What we want to see in examinations is not what the child has acquired in this mechanical way; for one of the peculiarities of thought is, that often when you attempt to bring the attention to bear upon something, it seems to be the very way to sink it out of sight. Hence, question indirectly. Let the teacher see if the child has made the connections in thought; has remembered the association of things, and by this method of indirection get at the results. The theory of examinations is, of course, the question of questions; for, if we examine well, the great work of teaching seems to be done. But how can we thus examine unless we *know* the child, and have *worked with* the child? If this method is rightly followed, children

will not dread the examinations as they now so often do, but will rather see that it is a right and fair test. Examine from the reservoir, and not from the spring. Follow the student's mind more carefully; measure not what, but how, he got it.

There seems to be four or five kinds of memory. Latham has designated them as follows: (1) Apportative; (2) analytic; (3) assimilative; (4) the index memory. As to the latter, Schleiermacher contends that the great end of University education should be to give a good index memory; to teach the students what to learn and where to find it. It may be further said that these four memories should combine to make a fifth,— a continual memory.

A question may be here asked: What beomes of all the forgotten knowledge? In every mobilization of thought a great deal is lost, especially if the change of association is not at the right time. But is it lost? Perhaps not. In all those strange, abnormal states of the brain, traces of almost every impression seem to be reproduced. Probably there is nothing which is stamped upon the nerve-tissue but what leaves a certain trace absolutely indelible. It is a question whether every impression made upon the mind does not tend to make deeper or shallower our convictions, to broaden or emphasize our thoughts. Hegel says, all that we have in memory becomes later character; that it is brought home and consolidated in such a way that it becomes instinct. This culture ought to become perfectly automatic, so that the end of all memory work is perfect automatism. All that we learn and all that we reason thus tend to become instinct. If this be so, we see that we are, in instinct, working upon the race and not upon the individual alone, for instincts are inherited. What higher can a teacher strive for? But here we trench upon one of the profoundest questions of philosophy, and cannot expect everything to be clear. It has been suggested that instinct and memory are simply the continuance of certain molecular vibrations which are kept up from parent to child. We evidently are dealing here with something as yet very mysterious; but however this may be, our aim should be to present to the mind all knowledge in such a way that it may help our pupils along to the undiscovered pole of human destiny.

SENSE AND NONSENSE.

A recent number of the *Scientific American* contains an editorial headed "The Acme of Misconstruction." It begins as follows:

"The public schools of Philadelphia — some of them at least — have achieved the unenviable fame of having 'about the vilest plan of education that was ever devised.' So at least an indignant parent says, and the proof offered is, we trust, sufficient. We cannot bring ourselves to think that any school work can be worse.

"Hearing his little girl sobbing over a rule which she was trying to commit to memory, he investigated the matter and found the words to run in this wise:

"'Rule for Short Division Rule dash one write the divisor at the left of the dividend, semicolon; begin at the left hand, comma, and divide the number denoted by each figure of the dividend by the divisor, comma and write the quotient beneath, period. Paragraph.'

"'2. If there is a remainder after any division comma, regard it as prefixed to the next figure comma and divide as before period. If any partial dividend is less than the divisor, comma, prefix it to the next figure, comma, and write a cipher in the quotient period.'

"'Paragraph Proof period dash multiply the quotient by the divisor, comma, and add the remainder, comma, if any, comma, to the product, period.'

"The teacher's object was not to reduce this particular ten-year old girl to idiocy or insanity by the quickest possible method; the aim was simply to insure the 'correct' writing and pointing of the rule in the recitation room. All the children had to study rules in that way; and though a Philadelphia lawyer could not easily follow the sense of a rule through such a jargon of words, it seems that Philadelphia children are compelled to; or, rather, they are compelled to memorize the jargon and the sense is disregarded. In the course of his inquiries the parent found that if a comma was left out in writing the rule, though the sense remained unchanged, the pupil suffered as much in loss of marks as though she had committed a vital blunder.

"A more thoroughly foolish perversion of arithmetical instruction could not well be conceived. And the professional stupidity and formalism which could devise such an outrageous method of

teaching one subject, is from that achievement alone demonstrably unfit to be trusted with any branch or department of instruction."

Now this is sense — very common-place but unquestionably sound. There are readers of this journal who will remember that the editor sometimes used to tell at institutes of precisely such an instance in a New York village, where the high-school principal mixed his punctuation exercises with his recitations in mental arithmetic. The laughter at the absurdity of such a performance was always as hearty as was the impression general that the editor *must* be exaggerating. No better proof could be given, if proof were needed, that a practice so ridiculous would find no favor under the practical judgment of even the youngest teachers.

Yet the *Scientific American* goes on to say:

"Taking the schools as they run, good, bad, and indifferent, together, it is within bounds to say that two-thirds of the work done in them might be wiped out and abolished to the benefit of the children. They might then have time to learn in a reasonable way some things worth their while to know, in the learning of which in a proper way they would be educated and not stultified, as they are under the more or less mitigated Philadelphia fashion now prevalent."

This is rank nonsense, and merely proves that the editor of the *Scientific American* is peevish, and wants to vent his spleen on somebody who won't strike back. And teachers don't strike back. Not they. The *New England Journal* copies the whole article approvingly, the western monthlies copy the quotation from the *Journal*, and meek teachers all over the country read it and suppose it must be so, and turn the other cheek for Richard Grant White to slap again.

Now the editor of the *Bulletin* had a Burtis heater put into his house last winter, and it didn't work well. He complained, and Messrs. Butler & Diel, who did the job, tinkered over it two or three times and declared the chimney was too small, and one couldn't expect it to heat the parlor — the hot air would necessarily go to the bedroom above — and that kind of heater didn't seem to work well in Syracuse houses anyway. But a few days ago we came across a man who understood his business. In two days he had the registers giving abundant heat wherever they were turned

on, besides saving us from a conflagration by replacing the charred floor underneath the heater in the basement with the slate slab that should have been put there at the first.

Now why didn't we publish a paragraph like this:

"Taking the mechanics as they run, good, bad, and indifferent, it is speaking within bounds to say that two-thirds of the work done by them is simply a destruction of property and a danger to human life. If half of them were hung, the rest might think it worth while to begin to do their work decently and not mangle everything after the more or less mitigated Syracuse fashion now prevalent."

The fact is, we might have searched Syracuse in vain to find another firm that would have done so bungling a job, and to condemn mechanics as a class because a single mechanic we happened to employ was incompetent, would be preposterous. But so might the editor of the *Scientific American* search Philadelphia and Pennsylvania and the United States, without finding another teacher as imbecile asthe one who happened to be placed over his friend's little girl; and to condemn teachers as a class for a single stupid specimen, is preposterous.

In our own case the fault was ours in not assuring ourselves before we contracted for an eighty-dollar heater that the firm understood its business and would do the work faithfully. And it was a further fault to pay for it when it was unsatisfactory, because it was less trouble to draw a check than it was to argue the matter and study into the heater till we discovered the difficulty.

So in the Philadelphia instance, the fault is with a board of education that hires incompetent teachers, with a community that elects incapable and dishonest boards of education, and with parents that find it easier to pay their taxes and grumble over it, than to visit the schools and have somewhat the intelligent oversight of the instruction of their children that they exert over the stabling of their horses.

There is poor teaching — lots of it. But let the editor of the *Scientific American* know that there is no other class of workmen under heaven that would do as good work as do teachers under the same conditions. It is a glorious sight to glance over a room where a hundred mechanics are employed, and see every man

skilled, faithful, fittingly performing just his part in the great system of manufacture. But how would that room look if every branch had its own independent boss, who never visited the shop except on pay day? and who was given the position in order that he might hire whatever men could be had the cheapest and economize on lubricating oils. It is under precisely such circumstances that a majority of our teachers do their work, and the wonder is, not that they do it no better, but that they do it so well.

Use your influence, Mr. *Scientific American*, not to destroy what little respect there is for the teacher's calling, but to magnify it, till our people learn that though they may carelessly employ an ignorant physician or a flat-headed lawyer or an immoral clergyman, they should see to it that no pains or expense is spared to get the best man available for the teacher of their children.

THE BOY THAT NEVER IS STILL.

Have you a boy in your school, teacher, that illustrates perpetual motion? Yes; there is Charlie. Then this helping word is for you. Still? When was Charlie ever fairly at rest? A little fellow, whose movements are as moderate as those of a yellow stage-coach going up a Maine hill, asked a child, forever in motion: "Don't—you ever—sit down—on sumpin?" The inquiry might fittingly have been addressed to our Charlie when calling on moderation. "Charlie, when will you be still?" shrieks out his teacher. What an idea! Ask a mountain brook, a wave at sea, the tongue of a bobolink, or the wings of a humming-bird in honeysuckle-time, when it is going to stop! Every limb, every movable part of Charlie, seems to feel that it has a locomotive mission. Tie his hands, and there are his feet to drum on the floor. Fetter his feet, and there is his head that may bob incessantly as a mullein-stalk on a windy day. Confine his head, and there is his tongue! "What is this, teacher? Why did they do that, teacher? Why didn't they do that, teacher? What do they call this, and what don't they call that, teacher?" What an unendurable word by the time that the dark comes, "teacher!" But though it may exhaust the teacher, it does not tire Charlie. Indeed, when was he exhausted? In the school-yard he may be on a boy's back, on a neighbor's

shed-roof, going on all-fours like a bear, or capering round like an Indian at a war-dance. He knows all the calls of the birds in the golden summer-sky. He can mew like a cat, and neigh like a horse.

He went one summer morning to see a young friend. The mother of the latter found Charlie, soon after, wearing her husband's maroon smoking-cap for a helmet, flourishing a clothes-stick for a spear, and the cover of a wash-boiler for a shield. Her own hopeful was equipped as curiously. The two were personating Achilles and Hector. Achilles, in a very peremptory way, called upon Hector to "Die! die!" while Hector contemptuously shouted, "I won't! I won't!" Soon after Charlie went home. Finding the hydrant and hose in good condition, and knowing that his father was not at home to interrupt his philanthropy, he closed the blinds of the house, leaving the windows raised, though, and the result was that, in cleaning the front wall thoroughly, he drenched a large mass of carpeting on successive floors.

What *is* the matter with Charlie? Superabundance of motive-power, that is all. "Glad to find it out," exclaims some one. That is his disease, if it is an abnormal condition, which we deny. It is as if a man should run a very high dam across the bed of a stream, making no present arrangements for any outlet of the water. A furious rain sweeps down, and the water, finding its course blocked and lacking a proper vent, flows back over the country, wasting the fields. It would have been prevented if the sluices of the dam had been built. There is no present suitable outlet for Charlie's energy. By-and-by there will be a hundred ways in which Charlie's energy can spend itself. Now, it finds outlet in much play, less work, and some mischief. By-and-by it will find sufficient vent in a store, a mill, a ship, at a carpenter's bench or a judge's, behind a printing-press or a parson's quill.

There is a high price paid in the world's market for such goods as the energy that Charlie can take to it. It is that energy which keeps the world moving. Old age cannot do that service. Old age is a reservoir of counsel, but it does not supply motive-power. It can suggest wheels, but it cannot turn them. Charlie will do the turning.

At the present time we need at the start to be wise in our opinion of Charlie, for our estimate of him will sooner or later affect

all our action. We need to discriminate between what is simply boyish, temperamental and transient, and that disposition which is deep-seated, malicious and permanent.

We need to be fertile in our expedients, that the boy may be kept busy with what is good. Give Charlie something to do. Occupy his mind all you can. He is right. Tell the school a story, and the phlegmatic boy next to Charlie will go to sleep. Charlie is all eyes and ears, and when you are through he will say, "Teacher, what does that mean?" Occupy him all you can. Set to running in right channels the energy that thoughtlessly might be diverted and do much harm.

Then if you can stamp something of this idea on him, that he is to be *obedient*,— in school submitting to a teacher, and outside of school submitting to other authority,— and all through life that he is to act in subjection to laws and principles, you will do vast service, though you now seem to stamp a very imperfect image. Charlie has a good memory, and in after-years your words will come to him, though now they enter one ear and seem to run out at the other speedily, as water running through a sieve. And then to everything else that you may do you may add,— patience. William Pitt was discussing witho ther statesmen what a leader needed most. "The power of persuasion," "the knowledge of men," "dexterous use of statistics," "familiarity with history," were mentioned. "No, gentlemen," said Pitt; "none of you have properly answered the question. The essential talent in wise leadership is patience, patience, *patience!*" What the man or woman now leading Charlie most needs is patience.

You will hear from Charlie some day. He will come to you with the same bright, open, wide-awake face, but older, and brown with sun and wind, the master of a vessel. He may be a civil-engineer, and will tell you he has been leading an iron horse over the Rocky Mountains. He may be a lawyer, with sparks in his snapping eyes as of old, and sparks in his thoughts. You will be proud of him, the old trying energy making him perhaps a leader on platform or in pulpit, setting down the wrong and setting up the right. Charlie's teacher will hear from him some day. Now it is for Charlie to hear from his teacher, and may that teacher be loving, charitable, wise, painstaking and patient.—*Nat. Jour. of Ed.*

HEARING A RECITATION IS NOT TEACHING.

Recitation may have an important part in the process of teaching. It may in itself advantage the scholar, and the teacher may have a duty of listening to it; but the hearing of a recitation is not in itself teaching.

There is an immense deal of mere rote recitation by scholars younger and older. Scholars fasten in their memory words to which they attach no meaning — or a wrong meaning; and these memorized words, or sounds of words, they rattle off upon call, without having any correct or well-defined idea of their signification. Under these circumstances, who would claim that these scholars are taught anything, or that their knowledge is tested, by reciting what they have memorized — even to an exceptionally skilled and intelligent teacher? The writer was told by a lady, that for years, while a child, she recited the first answer in the Westminster Catechism as "Manschefand is to glorify God and to enjoy him forever." What that word "manschefand" meant, she didn't understand nor was she taught either the word or its meaning by reciting it to a "teacher." She had memorized the answer by having it told to her before she could read, and its repeated recitation gave no help to its understanding. Similar failures to understand words in the catechism or the question book, or to get any help in their understanding through their mere recitation, could be instanced by parents and teachers on every side.

Even where the scholar understands the meaning of the words memorized by him, it may be only a rote-recitation that he gives to a teacher. His answer may have no proper relation to the question asked of him. Another question would have brought the same answer, and the same question given a second time would bring another answer. His memorizing has been of the words of the answer, without any thought of the words of the question to which they were designed as an answer.

The memorizing of words is in itself no more the securing of ideas, than is the buying of books the securing of knowledge. A man may have his library shelves stored with the most choice and valuable works in every department of literature, science, and the arts, and yet be ignorant not only of the knowledge covered by any one of those volumes, but also of the advantage which would come

from the possession of such knowledge. Nor would his knowledge be increased in the slightest degree, if he had ten such libraries instead of one. This is obviously true where the words are in another language than the pupil's own. It is equally true where the words are in the pupil's language, but utterly beyond the comprehension. It is none the less a truth in any case; for the receiving of ideas is quite another matter from the fastening of mere words in the memory; the two processes may go on at the same time, and again they may not; but in no case are they identical.

Let us not be misunderstood just here. We are *not* claiming that no gain is possible from storing words in the memory, any more than we are claiming that no gain is possible from buying books for one's library, or from having one's library shelves stored with volumes in every department of knowledge. But, whatever place or prominence is given to such memorizing, let not the mistake be made of supposing that the mere memorizing of these words ever gives the scholar the possession of the idea covered by them. That idea could be conveyed without such memorizing. It can be conveyed in connection with such memorizing. Such memorizing can be in connection with the wrong idea, or with no idea at all. Under no circumstances, however, nor in any instance, will the memorizing of the words and the reception of the idea be one and the same thing, *That* cannot be. Nor can the wisest teacher in the world make the two things one by simply hearing the recitation of what has been memorized.

If you think the memorizing of words is the great thing in your scholar's preparation for the "class exercise," by all means insist upon it. If you want to ascertain how much and how accurately he has memorized, hear him recite the words he has committed to memory. If particular questions upon the lessons have been given him, to which he is to find answers, and you desire to know whether he has found the precise answers to those specific questions, then ask him those questions and hear him give the answers. If this is your idea of a "class exercise," the way to secure it is as simple as turning a grindstone crank. It may be all that you deem essential in a "teacher's" work; but however desirable and important it may be, it cannot be called *teaching;* nor would it *be* teaching if it were *called* so. It is hearing a recitation; but hearing a recitation is not teaching, nor can it be made so.—*S. S. Times.*

ABOUT THE SUNBEAMS AND THE WORK THEY DO.

(Take a small globe, and stick a piece of paper over the center, then light a lamp to represent the sun, and turn the globe slowly, so that the paper creeps round from the dark side away from the lamp, until it catches first the rays which pass along the side of globe, then the more direct rays, and at last stands fully in the blaze of the light.)

You have watched me turn the globe. Just this was happening to our part of the world as you lay in bed and saw the light appear; and we have to learn to-day what these beams are which fall upon us, and what they do for us.

First we must learn something about the sun itself, since it is the starting-place of all the sunbeams. If the sun were a dark mass instead of a fiery one we should have none of these bright, cheerful messengers, and though we were turned face to face with him every day, we should remain in one cold eternal night. (Here hold a piece of tin over the lamp and drop on it a few drops of water.) It is heat which shook apart the water into little atoms and made them float up in the air. So the sun acts on the lakes and seas and they fall again as rain; if the day is cold they fall as snow. But if the sun were altogether dark, think how bitterly cold it would be; no water would ever rise up into the sky, no rain ever fall, no rivers ever flow, and consequently no plants could grow and no animals live. All the water would be in the form of snow and ice, and the earth would be one great frozen mass with nothing moving upon it.

So you see it becomes very interesting for us to learn what the sun is, and how he sends us his beams. How far away from us do you think he is? On a fine summer's day when we can see him clearly, it looks as if we had only to get into a balloon and reach him as he sits in the sky, and yet we know roughly that he is more than ninety-one millions of miles distant from our earth.

Our world itself is a very large place, so large that our own country looks like a tiny speck upon it, and an express train would take nearly a month to travel around it. Yet even our whole globe is nothing in size compared to the sun, for it only measures 8,000 miles across, while the sun measures more than 862,000.

Imagine for a moment that you could cut the sun and earth each

in half as you would cut an apple; then if you were to lay the flat side of the half-earth on the flat side of the half-sun, it would take 106 such earths to stretch across the face of the sun. (Here draw the figure and explain it.) One of these 106 round spots on the diagram represents the size which our earth would look if placed on the sun; and they are so tiny compared to him that they look only like a string of minute beads stretched across his face. Only think, then, how many of these minute dots would be required to fill the whole of the inside of a globe!

One of the best ways to form an idea of the whole size of the sun is to imagine it to be hollow, like an air ball, and then see how many earths it would take to fill it. You would hardly believe that it would take one million, three hundred and thirty-one thousand globes the size of our world squeezed together.

But perhaps we get the best idea of the mighty heat and light of the sun by remembering how few of the rays which dart out on all sides from this fiery ball can reach our tiny globe, and yet how powerful they are. (Show a lamp in the middle of the room, and remark how its light pours out on all sides and into every corner; then take a grain of mustard, and hold it up at a distance from the lamp.) How very few of all those rays which are filling the room fall on the little mustard-seed, and just so few does our earth catch of the rays which dart out fron the sun. And yet this small quantity (1-2000 millionth part of the whole) does nearly all the work of our world. (To show how powerful the sun's rays are, I will take a magnifying glass and gather them to a point on a piece of brown paper, see they will set the paper alight.) Sir John Herschel tells us that at the Cape of Good Hope the heat was even so great that he cooked a beafsteak and roasted some eggs by merely putting them in the sun in a box with a glass lid! Indeed, just as we would all freeze to death if the sun were cold, so we should all be burnt up with intolerable heat if his fierce rays fell with all their might upon us. But we have an invisible veil protecting us made — of what do you think? Of those tiny particles of water which the sunbeams draw up and scatter in the air, and which cut off part of the intense heat and make the air cool and pleasant for us.— MRS. BUCKLEY, *in School Journal.*

PARAGRAPHS FOR COUNTRY TEACHERS.

H. L. PECK, GARRETSVILLE.

Of the 23,684 public school teachers employed in Ohio in 1880, 18,222 were employed in township district schools — more commonly called country schools. Of the 747,138 pupils enrolled in the common schools of Ohio in the same year, 474,772 were enrolled in country schools. That is, more than 76 per cent. of the teachers, and more than 63 per cent. of the pupils, in Ohio public schools are in the country schools. In the light of these facts, it is superfluous to multiply words on the importance of these schools, and the urgent necessity of adequate preparation for the work on the part of country teachers.

It is proposed in this article briefly to discuss a few of the questions relating to the general interests of those schools. First, then, a few words on

THE LINE BETWEEN COUNTRY AND GRADED SCHOOLS,

so frequently and so unnecessarily drawn. These schools have common interests, are working for a common end, and should pursue the same general plan. But unfortunately the line drawn frequently becomes a barrier. There is too little association, too little community of feeling, between graded and country school teachers. I fear the line is drawn — the barrier erected — too frequently by country teachers themselves; though truly, graded school teachers are not guiltless of often manifesting a spirit of caste that repels their country fellow-laborers. But perhaps the most efficient cause of the separation, is the sentiment entertained by country teachers concerning so-called

GRADED SCHOOL METHODS.

Many country teachers seem imbued with the idea that there is something peculiar about a graded school — (too frequently they are unconsciously right in this) — that it is pervaded by some mysterious agent, some magical educational essence, that charms away ignorance, and educates children in spite of themselves, and renders special fitness and preparation on the part of teachers, and labor on the part of both pupil and teacher, unnecessary; that it is a paradise for pupil and teacher, whence both are transported to

some intellectual heaven "on flowery beds of ease," there ever after to chant the praises of graded schools. My country friend, I know a little of the trials, disappointments, want of opportunities, meagre salaries, and general discomforts of country teachers; I also know a little of the mountains of work, the afflictions, and (often) meagre salaries of graded-school teachers; and you may rest comfortably assured that the difference is somewhat less than you imagine, and that so far as hard work counts, the balance is decidedly in your favor. *Good teaching* in the country would be good teaching in town or city. A graded school will not make a Solomon of a simpleton, pupil or teacher; nor will a country school make a simpleton of a possible Solomon; nor does a position in a graded school mean a fat salary with nothing to do. Is a class to be taught common fractions? The method that is *good* in a country school, is good anywhere; the method that is *not* good in a country school is good nowhere. The country teacher has (or should have) his books and his leisure from which to evolve that good method. Why not evolve it, use it, and place himself by his own efforts fairly on a level with the best graded teacher? The same statement is true as regards methods in general. Graded schools have not a monopoly in books, brains, and leisure. Let the country teacher use them as God has given him ability, and he may do as good and successful work as the best. "An angel's arm can't snatch" an indolent and unambitious teacher from the grave of merited obscurity; "legions of angels can't confine" the capable, earnest, honest, hard-working one there. It is admitted that the graded-school teacher enjoys some advantages not possessed by the country teacher. Country school houses are not all palaces; the school usually has no special teacher in music, drawing or writing; has no organ or piano, no painted and frescoed walls — except as ornamented by the boys with chalk and charcoal — no pictures, generally no library; and, what is not always a misfortune, no superintendent. But these accessories are by no means absolutely indispensable to success. Boys may be made manly, girls womanly, and both thoroughly taught some things, without any of these, and this, country teacher, is your work. It is not beyond your ability and opportunities.

Too many teachers, in city as well as in country, are ever looking for

READY-MADE METHODS;

and these, when found, are mechanically applied to the work in hand, and of course failure follows. David could not fight in Saul's armor (this figure is original — with some one), and had the sense to know it. He fought in his own way and won. A method not vitalized by the breath of life from the teacher using it, is dead and should be remanded to the valley of dry bones. The country teacher should observe the methods used by others; should visit schools, talk with successful teachers, attend associations and institutes, consult books, and read educational journals; but what is thus gathered should be used as raw material from which to evolve original products. The methods thus obtained must be metamorphosed in the crucible of the teacher's own mind — the teacher's own individuality must enter as the most prominent element, or they will prove sad failures.

Country teachers often justly complain of the

LARGE NUMBER OF CLASSES

they are compelled to handle daily. This is an evil unavoidable in the country school, but is not of the magnitude that is usually supposed. When a teacher despairingly boasts of thirty or thirty-five class exercises daily, let him beware lest he impeach his own ability as manager. Judicious management will reduce the number of classes in a country school — not always to the number in a closely-graded school — but generally to a fair working basis. Two classes in geography are all that are necessary. Put all advanced pupils who desire to pursue the study into a single class, prepare topics for study and recitation, and the multiplicity of text books, so often complained of, may be made a help rather than a hindrance. Encourage pupils to obtain information from all available sources. Teach the children how and where to find desired information, and set them a good example of zeal and industry in working up the lessons. Accept the statement of one who has tried it, that this plan, tinctured with a little tact and considerable industry, will be successful. Advanced pupils in arithmetic and in grammar may be classed in the same way, and half a dozen text-books will afford a fine source from which to select work. Abolish "Sixth Reader Classes." It is not absolutely necessary that all classes read four times — or even twice — a day. Arrange a pro-

gram and time-table, and *work by it.* Older pupils may often be made serviceable in drilling younger classes in spelling, and perhaps in some other branches, thus saving time to be used in lengthening the time of their own recitation. All this, and more of the same kind that will suggest itself to the practical teacher, is *practical*, not theoretical.

The question is often asked,

HOW SHALL I MAKE MY SCHOOL INTERESTING?

This question is not easy to answer in detail. Many items contribute toward "making a school interesting." Two or three important ones are specified. 1. The teacher must be interested. This is an indispensable condition. Mankind are powerfully affected by sympathy, and children are peculiarly susceptible to its influence. When children know that their teacher is deeply interested in the common work, that he attaches great importance to it, that he loves it, that he is pleased with their successes and pained by their failures; in short, when they see that "his heart is in his work," they will scarcely fail to catch the inspiration and become interested also. An interested teacher, with interested pupils, constitutes an interesting school. The mere time-serving teacher, the one who works on the basis of "so many days, so many dollars," will never make *anything* interesting, except the last act in the farce — drawing his salary. 2. The teacher must be a student. He will be a student, if he is interested in his work. He who relies wholly on his reserve fund to meet the daily demand of a wide-awake school, will soon find himself bankrupt. The successful teacher must drink often as well as deep at the springs of thought and information. He must daily go to his classes fresh from the study of something that will help him in his work. By no means should he daily tell all that he knows on each subject taught, if he knows all he ought, but the information, the explanation, the illustration must be ready in case it is needed. He who hopes to "make his school interesting" by confining his work to the dry rote (I came near omitting that e), of text-book work, will fail. 3. Study for pleasing and profitable variety. Procure books of "Literary Gems" — or better still, make your own book of Gems — and encourage (not compel) the children to commit and

recite from them. Appoint two or three each day to recite something as a part of the opening exercises of the next day—a stanza, or a single line from each is enough. Get a good book and read to them five minutes daily. Have "Authors' Days," calling for volunteer readings and recitations. Assist your pupils to organize one or more literary societies, holding afternoon or evening sessions. Arrange "match games" in the various classes. This can be done with excellent results in reading, spelling, geography, and grammar—especially in the review of the last two. All this, and more that will please, interest and profit the children can be done, without damage,—nay, to the real advantage—of the general work of the school. This also is *practical.*

A word concerning

LOW WAGES IN COUNTRY SCHOOLS.

Let every country teacher honestly, and energetically try the experiment of making himself *worth* more than the average wages of country teachers, and he will probably *get* more, where he is or elsewhere. Country people generally are not slower in recognizing merit than are city people, and are fully as desirous of keeping a really good article when they know they have it. In conclusion, country teachers, remember that if the enterprise, the best methods, and advanced educational thought are confined to the town and city schools, the fault is in you, not in the teachers in those schools.—*Ohio Educational Monthly.*

ANNUAL REVIEW OF MILWAUKEE SCHOOLS.

Among the recommendations and reports to be made by Supt. MacAlister, in his forthcoming annual review of the schools are the following:

SYLLABUSES OF STUDY.

In my last report I had the honor to submit a number of important recommendations relating to the course of study. It affords me great satisfaction to be able to state that the plans since submitted for carrying these recommendations into effect were received with general approval. I may be allowed to state once more that my principal object in making these changes has been to get

rid of the minute detail into which nearly all the studies pursued in the district schools is carried. With this end in view, I have been occupied in preparing a series of syllabuses for the different branches, and have now in a forward condition the syllabuses intended for reading, geography, United States history, arithmetic and language. These will be printed and put into the schools as fast as they are approved by the board; and I am sure we shall not be disappointed in the results which may justly be expected from their use. No one acquainted with the practical working of the graded system of instruction, but must see that it will be of great advantage to have the useless matter, which now encumbers the work of the teachers, carefully eliminated, and a systematic scheme including just the ground to be gone over, and no more, placed in their hands. Economy of time and labor will not be all that is gained. There will be more definiteness of purpose on the part of the teacher in all his work; the due proportion of the several parts of a subject will lie clearly before him; and he will be able to measure the results obtained with a degree of certainty that is impossible under the present plan of making the course of study dependent solely upon text-books.

GENERAL LESSONS.

In addition to the systematic arrangement of the studies above named, I intend to present to the board a proposition for organizing the rest of the instruction given in the district schools in an organic whole. In nearly all the schools a portion of the time is now devoted to giving instruction in certain branches of knowledge, the necessity for which is generally recognized, although not expressly provided for, in the authorized course of study. In the case of physiology, provision is made for it in the regular course; but the time given to this study seems to me out of all proportion to its relative importance, as compared with the rest of the established branches, and some others which are not even named. It would be better to take physiology out of the place it now occupies and arrange it as an integral part of a comprehensive but simple scheme of general lessons covering the leading phenomena of the natural world. No elaborate system of scientific study is meant by this suggestion, such as has been frequently prepared for

public schools, only to be found an impossibility, or an injury to the more important studies which must of necessity take precedence in the elementary school. Any scheme of this kind to be practicable must be confined to such facts and phenomena as come within the actual experience of the class of pupils for whom it is intended, and are capable of being fully grasped and expounded by the class-teacher who is to work it; and it must be so ordered as not to interfere with the advancement of the children in the fundamental branches already referred to, a certain proficiency in which is essential to any intelligent understanding and use of the knowledge which is sought to be imparted.

THE GRADED SYSTEM.

In offering these suggestions, my aim is of a similar character to the motives which impelled my recommendations of a year ago, namely: to do something to prevent mechanical methods of instruction from taking hold of our school-rooms. The graded system with all its excellencies and advantages is liable to drift into this evil unless constant watchfulness is exercised to protect the schools against it. The graded system tends too strongly to put the exactness and routine of system in the place of the free activity of the teacher, and to measure the progress of the pupil by marks alone, instead of making allowance for the intelligent command of the knowledge he has acquired. In the management of a graded school there is a constant temptation to deal with pupils in the aggregate and to test them on the basis of averages. The plan of dealing with each pupil strictly as an individuality, is of course impossible under the rules for the apportionment of teachers to classes, generally followed in the public schools of this country; but this plan should be made the ideal of every teacher, and his constant effort should be to preserve such a degree of elasticity in the management of his classes, as shall allow of the fullest development of each member while seeking the general advancement of the whole. In saying this, I am not arguing for looseness of method in teaching, or the disregard of tests that demand positive and accurate results in scholarship; but the true teacher will care more for the cultivation of the intelligence of his pupils than for training his school into a perfect machine. We have system

enough now in the administration and instruction of the public schools. What we need is more devotion to the highest end of all education — the building up of intellectual and moral character in the young people entrusted to our care. To furnish a boy or girl with the technical elements of knowledge which text books must contain is not the sole purpose of the public school. Intelligence, power, resources of head and heart (and should I not also say of hand?) that can be turned to account as men and women — principles and habits that will inure to the benefit of society — these are the qualities we must strive to realize in the children for whose education we are responsible, and upon whose culture and training must depend to so large an extent the well-being of the body politic of which they are soon to form so large a part.

THE CITY HIGH SCHOOL.

A good deal of discussion has taken place during the past year concerning the course of study in the high school. That some changes were needed was apparent to every one connected with the school. Within the past few years, the course has been revised several times; but no attempt has ever been made to organize separate lines of study adapted to the wants of the different classes of pupils attending the school. Pupils preparing for the normal department, for college, or availing themselves of the advantage of the high school for a longer or shorter period, preparatory to entering upon the business of life, have all been required to take up the same course of study, with the single exception of being allowed an election in the matter of language. This has given rise to much confusion. In many cases a wide departure has had to be allowed from the authorized curriculum. The result has been the unnecessary multiplication of classes, and much uncertainty among the pupils as to what might be required of them from term to term. It was determined, therefore, to organize the course of study upon an entirely different basis — to institute separate, but as far as possible parallel, lines of work; each fitted to supply a special need, while at the same time tending in the direction of a good general education. There can be no question, I think, as to the

DESIRABILITY OF SUCH A CHANGE.

While a larger choice will be allowed to the students, the course of

study will be more certain. With more diversity in the kinds of work which may be done in the school, there will be more unity along fixed lines. In providing more fully for the demands of the individual pupil, the general average of culture will be higher. But quite as important as any of these considerations is the fact that the character and extent of the study required of the students preparing for the normal department will be definitely fixed; the perplexing questions which have been such a source of annoyance to pupils and teachers alike will disappear, and the special studies which naturally lead up to the teacher's work will be made imperative on this class of students.

REMARKS ON COURSES OF STUDY.

There is one feature of the scheme of instruction, some mention of which it is proper should be made. I refer to the omission of Greek. While it is only fair to state that the committee were divided upon the question of giving the Greek language a place in the high school curriculum, it must be remembered that the recommendation made to the board was, that it "should be dropped for the present, upon the ground that the number pursuing the study have been too small to justify its continuance." It was impossible, of course, to discuss this question at all without raising the old issue between science and classics; but if I am not greatly mistaken, the decision finally reached was not intended as a declaration of opinion by the committee on this controversy. Some members of the committee, it is true, stand opposed to the teaching of the ancient languages in the high school on strictly educational grounds; believing, with Professor Bain, that the classics should be required to give place to those new branches of knowledge which have grown into such vast importance in our time, and which, it is held, are

CAPABLE OF YIELDING RESULTS

of equal, if not more value, in the training of the mind, and the equipment of the student for the duties of life. I am not inclined to enter into any discussion of this question at this time. I hardly think the question, so far as our own high school is concerned, can be regarded as settled. So long as the demand for Greek remains so small it is quite likely the recent action of the board will stand; but if at any time a larger number of students should manifest a

strong and well-founded desire for the study, it is more than probable that the study would be restored. So far as my own position on the question is concerned I am free to say that, while I have the strongest faith in the value of classical study to the higher culture of the mind, I do not believe it should form the foundation of such a high school education as it is the duty of this city to provide for its young men and women. At the same time, I should be glad to see the courses of study maintained under proper conditions on a liberal scale.

READING.

Every *reader* must realize that the nearer his own intellectual grasp and sympathy coincide with his authors, the more nutriment he receives. Carlyle says, "We are all poets when we *read* well."

Now, this full interpretation and appreciation of an author, the perfect work of the apparatus which should take the impression, constitutes reading of the highest order. In such reading, perception becomes intuition, divination. It is not baffled by the inherent weakness of language, but feels what "more is meant than meets the ear."

In the enumeration of the fundamental R's, reading is justly put first. It is the foundation of all school work. It is the sub-soil of intelligence. In its true sense it is the sum and substance of education. A failure in teaching reading means failure, in this day, in teaching everything. Reading is an all-comprehensive term in text-book work. To develope the power and the habit of reading in the real sense is the highest function of the school; yes, it is the only function of the school. For that means the development of the understanding! All objective teaching is but an effort to prepare the child's intelligence for successful reading; the successful grasping and obtaining of thoughts without the intervention of objects.

The use of text-books is one of the main objects of school training. But what are all your text-books worth, and the memorizing of them, without a full and generous power of understanding them? But how far apart are the extreme acts and processes which the word "teaching" covers! It is all "reading," from the

feeble efforts of the little child to the work of the poet or philosopher. Everything is called "reading" that involves the calling of words, without reference to the comprehension or amount of mental activity exerted. What degree, or, in homeopathic language, what potency, of this acquirement should be aimed at in our schools, is a question seldom discussed. Probably it is understood that we should aim to do the best we can. But this does not help us at all to any clearer perception of what good reading is. It does seem idle to ask what we really have in mind when we speak of teaching a child to read. And yet for the great mass of teachers it is an exceedingly pertinent question. They fail to recognize the fact that the word reading is made to do double duty; that it is a term applied to two distinct arts. Reading, in one sense, is the art of receiving impressions; of comprehending another person's thought. We speak of reading a person's character, of reading a piece of sculpture, a drawing, or a picture. When applied to books it means the art of getting ideas from the printed page; of grasping another's thoughts as conveyed by type or pen. In another sense, reading is one of the arts of expression; a means of conveying thought or sentiment from one soul to another, the same as music, or sculpture, or painting. In this last sense reading is a constituent of language; it is the means of giving to the writer, in the expression of his mind, all the benefits of a present, living soul. For convenience, the first of these may be called mental or mind reading; that is, the reading or comprehending of another's mind as he projects it upon the page. The other art may be called oral reading; that is, the expression by means of the voice of what we have received from an author's printed words.— *The Schoolmaster.*

STUDY THE CHILDREN.

Study the children. It is all right and proper to make a thorough study of books — but infinitely of more value to study the children. We are firmly of the belief that the teacher who cannot read the hearts, minds and disposition of the child life, will make a failure in his work. Study the children with respect to their home life, and home influence — whether good or bad, whether they are accustomed to be obedient or disobedient, and make your line of

control and treatment augment or offset the home treatment, just as the necessities of the case demand.

We stepped into the grammar school one afternoon just at the dismissal time. Several boys and girls were seated on the recitation bench for confession and correction. They had been sliding on some ice near the school building, at noon, and the question of a monopoly of the sliding privilege had come to a direct issue between the girls and boys. A battle of words ensued, and one girl was knocked down by a boy who had an accumulated momentum of speed and avoirdupois she could not withstand. Then came a volley of words as only woman's tongue could hurl them, and they were not pet names either, insomuch that the boy fled to his teacher for protection and unravelled the whole scene.

During the afternoon the teacher placed a slip of paper before each boy and girl, which required them to write out their share in this struggle for supremacy.

The girl who had been knocked down felt that she could not write such low vulgarisms as she had uttered, and had not entirely recovered her good nature when we came into the room. The case was briefly stated, and our advice asked. We called the girl to our side, asked her if she could not tell us what she had said, at the same time asking her if she thought her father and mother would approve of such language. Then her whole being seemed to be swayed by violent emotion. You could see a quiver shaking every nerve, when with a pathos seldom witnessed she said: "O, Mr. W., don't make me say those terrible words again," and breaking away from our side, threw herself into her teacher's arms, with the same pathetic cry, exclaiming: "Forgive me, Mrs. M. It was not I who said it — it was only my life."

Now this girl has one of the best of fathers, and when his name was mentioned to her, it was the open sesame to her heart. She will never forget this little episode in her life, for she took occasion to confess to her father and mother and asked their forgiveness, confessing again, the next morning, to her teacher — thus fortifying herself for the future.

Again we say, study the children. There may be some key of hereditary idiosyncrasy, or home education that will so unlock our line of treatment, or power of control, that our management will

be salutary for their symmetrical growth in all that goes to make a pure manhood.

Some time since a girl was sent to us for correction who was pronounced incorrigibly bad. The children had by common consent given her an uncouth name, because of a defect apparent in her physical formation. We gave her a comfortable seat and then went and got a copy of "Our Little Ones," and pointed out a story we requested her to read. A half hour afterwards we sat down beside her and said: "Your face looks better than it did when you came in here. Have you enjoyed the story?" She answered with real joy in her eyes: "Yes, sir; and I feel happy now, and I felt ugly when I came in here, but I cannot help it. I cannot control myself; and when the boys and girls plague me I get mad and am real ugly to them, for I am under the influence of lightning." We took occasion to unravel this lightning mystery, and to show this wrongly-taught girl that the power of control vested with her, and followed up this talk with daily helps until a new life seems to be dawning with this poor misguided child.

Again we say, study the children, Be wise to read their young minds, apt to control their wrong acts, and helpful in curing their faults.

Study the children.— *The Moderator.*

WHY SOME TEACHERS FAIL.

A recent number of the *Lansing* (Mich.) *Republican* contains the following article. It is in reply to the inquiry why some teachers do not succeed. The answer is:

They are too lazy.
They neglect details.
They have no eye to order.
They hope to get along without effort.
They are easily discouraged.
They fail to know what the world is doing.
They do not find out what other teachers are doing.
They do not try to improve.
They have too much outside business.
They talk politics too much.

They philosophize on everything but their own business.

They fail to have new ideas.

They fail to use such as they have.

They are penny-wise and pound-foolish.

They have become dry, stale, and repulsive to live children.

They think inferior work does just as well as good work.

They are not polite enough.

They think most things take too much trouble.

They use poor judgment.

They fail to practice what the educational papers tell them.

They rely on the little stock of goods they began business with.

They do not study the children.

They forget that the art of teaching is an art that requires study.

They can see the weak points in their scholars, but not in themselves.

They are stingy towards themselves.

They read no educational papers or books.

They know so much they will learn no more.

They think they cannot learn anything more about their art.

They are trying to go into something else.

They do not determine to be the best teachers in the place.

They are rusty and without ambition.

They began with a small stock of ideas, and have not increased it.

They follow the same method with each class.

They keep away from their pupils.

They never visit the parents.

They attend no teachers' meetings,

They do not seek for information by studying the methods of the best teachers.

They complain too much.

They do not see that the profession is as high as the teachers themselves raise it.

They do not study the great masters of the art.

They drop the school when it is over, and never think of it again until they come up before their pupils next day.

They under-rate the business.

They think anyone can teach who knows a little about studies.

They over-estimate themselves.

They under-estimate the pupils.

They think the school was made for them.

They neglect to think of the pupil's good at every point.

They do not take common sense as the guide, but hug a formalism handed down from the dark ages.

They do not study over the lessons.

They do not travel, etc., and all to be a better teacher.

They fail to manage with tact.

They are not in real earnest to teach, so that "to-morrow finds them farther than to-day."

A WORD WITH PUPILS.—The important matter to you in school is not what sort of a teacher you have, not whether he is amiable or even just to you, nor yet whether his attainments are of the highest; nor yet whether under him you get the highest mark that you deserve, or whether your standing is recorded after your own or anyone's idea of justice. These things seem to you very important, but really they are of no abiding consequence whatever. What will it matter to you, when you are twenty years older, whether the teacher was goodnatured or crabbed, or whether you had high marks or low ones in your arithmetic. But how you comported yourself toward your teacher and your schoolmates, what marks you fairly *earned*—these things will matter, because they will leave their mark upon your character, their effects will go with you always. What you are, boys and girls, how you behave, whether you weakly yield to the temptations to wrongdoing in your life, or bravely hold out against them; these things are of far more importance to you than the manner of others to you, or any good or ill circumstance that may befall you. It is not others that make you what you really are; you make yourselves, and not by any great deed, but by the trifling actions, the unnoticed deeds of your daily lives, in this the formative period of your existence. The habits you frame now, of courtesy and kindness, of clean speech and gentle manners, or on the other hand, of rudeness and surliness, of foul language and coarse acts, these the world will see crystallized in you, a score of years hence, as lovable and admired, or as despicable and avoided, men and women.—*Present Age.*

THINGS TO BE REMEMBERED.

Remember that if you have undertaken to teach school, it will demand your most thoughtful attention. Unless you are much better qualified than the great majority of our first-class teachers, it will be necessary to make special preparation for each day's work. The teacher who would make a subject interesting to his classes, and induce them to study closely, must be familiar with all the minor details of that subject.

Remember that you cannot do good work unless your nerves are quiet and your digestion is good. You cannot be up till two or three o'clock and teach a respectable school. The average teacher must have from seven to nine hours' sleep.

Remember that it will be useless for you to attempt to impress lessons of moral obligations upon the minds of your boys and girls unless you yourself practice morality.

Remember that cleanliness is next to godliness, and that in this the teacher should always be a model. Combs and brushes are cheap, and even clean linen is not an expensive luxury.

Remember that scholars have rights and feelings which even teachers are bound to respect. A thoughtless or harsh word on your part will be remembered by some of your little ones long after you have yourself forgotten it.

Remember that it is no special mark of superiority in a teacher to disregard the reasonable wishes and requests of parents. Airs of lofty superiority may usually be regarded as signs of weakness, and they will always prove detrimental to the teacher's usefulness. — *Normal Monthly.*

THERE were eight able-bodied teachers but they "did not care for an educational journal." A word to those and all like-minded persons employed in school-rooms: the one thing you should dread most in your pupils is stagnation, torpor of mind and indifference to knowledge. We say to you in earnestness, *dread this state in yourselves.* When your own soul loses the receptive faculty, ceases to give a joyous welcome to new truth, be sure you have lost the power of stimulating the mental activity of others If taking an educational journal gives you not a single suggestion,

not a jot of help in meeting those pupils, it must be a poor one indeed. The probability is that you have fallen into a routine, and are not doing what ought to be done for your pupils.—*N. Y. School Journal.*

"He blew out his brains after bidding his wife good-bye with a gun"—an extract from a Connecticut paper—is pleasing; and there is a fine Irish flavor in the Ulster epitaph, "Erected to the memory of John Phillips, accidentally shot as a mark of affection by his brother." But the gem of the collection is an advertisement from an English paper: "A piano for sale by a lady about to cross the channel in an oak case with carved legs." And still another gem is this: We recently came across a San Antonio paper, in which it was stated, in as many words, that "the remains of a man, killed forty years ago, were discovered plowing in Central Garden." The attention of invalids is called to this astonishing evidence of the salubrious quality of the San Antonio atmosphere.

OFFICIAL DEPARTMENT.

TO TOWN AND DISTRICT CLERKS.

All school districts which have maintained a school taught by a legally qualified teacher for three (3) months during the year beginning Sept. 1, 1881, and were prevented from maintaining such school for five (5) months solely by change in school year under laws of 1882, will be included in the apportionment of income of School fund.

ROBERT GRAHAM,
State Sup't.

MADISON, May 31, 1882.

LIFE CERTIFICATES.

The Legislature at its last session passed an act to provide for life certificates for teachers in certain cases.

This department will require that three points are clearly established by the applicant.

1. The certificate must be a county certificate of the first or second grade, or a limited state certificate, and must be *in force* at the time countersigned.

2. The applicant must certify that he has successfully taught for at least three months in each year during twenty-one years.

3. Evidence must be given of successful teaching, during the two years last taught by the applicant, immediately preceding the application; and of good moral character. This must be certified by the local authority issuing the certificate and by the school boards which employed the applicant.

ROBERT GRAHAM, *State Sup't.*

EDITORIAL.

In the annual review of the Milwaukee schools, which we publish in another part of this issue, there is a suggestion by Superintendent MacAlister, which is worthy of a much wider application than the one given to it in his report. We refer to the matter of "Syllabuses of Study." As a result of the introduction of these "there will be more definiteness of purpose on the part of the teacher in all his work," says Mr. MacAlister, "and the due proportion of the several parts of a subject will lie clearly before him." If this is true in a system of schools where the very act of grading, and thereby prescribing the degree of advancement necessary for promotion from grade to grade, secures no little attention to the particular work to be done, how much more necessary must it be in those schools which have no such system, and often no course of study at all adopted or in view, but all is left to the whimsical caprice of teachers who are changed every six or ten months, or where the teachers have not even a vagary to infuse something of definiteness into their work. The use of syllabuses in institutes in this State for several years must have prepared the way for the intelligent use of them in the public schools, by such as have attended the institutes during successive years. We are pursuaded that at the present time nothing would more quickly and greatly stimulate definite, systematic, and effective work in our common schools, than the arrangement and publication for the use of teachers of a series of syllabuses covering the various branches of the common school curriculum. Among the certain advantages sure to follow such a course, may be mentioned the following:

1. The impetus it would give to the adoption and prosecution of a clearly defined course of study in all of the present ungraded schools.

2. The simplification and unifying of the system of examinations by county superintendents.

3. The inevitable revolution in the use to be made of text-books.

4. The facility afforded for a simple and effective means of testing the progress of pupils by superintendents and patrons, and measuring the value of the work done by teachers.

5. Counteracting the tendency to one-sided development, and the neglect of effort to build up symmetrical intellectual character.

But the place to begin this work now is in the normal schools of the State, both for the immediate advantage to the schools themselves, and the opportunity they afford to illustrate the practicability of the scheme. No one visiting these schools can fail to be impressed with the fact, that while under the same management and supervision, with substantially the same courses of study, and with one definite purpose before them, they yet present a great difference in the work done. And not only is this true in relation to the

methods employed, and order of development but it is true also as regards scope of work, and relative position assigned to different features or sections of the work. While we concede that a normal school course is and must be somewhat elastic and tentative, there can hardly be justification for longer neglect in this State to attempt a more complete unity and definiteness in their work, so far at least as that work relates to the studies included in the elementary course. If for no other reason than for the reflex influence upon the common schools of the State, this matter deserves attention.

We commend the whole subject to the consideration of the forthcoming meeting of the association at Janesville. Let us have a discussion of the matter and a report that shall embody the result reached through that discussion.

If anybody thinks that the Wisconsin Teachers' Association or the County Superintendents' Convention is radical and revolutionary in the action taken from time to time relating to reforms or changes in our educational system in Wisconsin, let him read the following from the *N. Y. School Journal* upon matters in the great empire state. Surely we do not differ very radically from thinkers and workers in other fields.

The Annual Report of State Supt. of Schools, Neil Gilmour, is before us. New York State is a great State, and has a great deal at stake in the mental, moral, and physical well-being of its citizens. What it is doing for the million of children is a matter of profound interest. The figures are large, and they say figures won't lie — but we don't put as much faith in figures as we once did. If Mr. Gilmour could say to the Legislature: "I have examined either in person, or by properly selected persons, every school-house in the State; I have watched the teachers at work, and conscientiously say, that the work (under the light we have at present) could not be better," then we should know more than we do, with this array of figures. But such a report could not be made for the reason that the Republicans or Democrats consider the position of county commissioner of schools as one of the premiums they can bestow for political services; thus a man who should be a right-hand of power for good for Mr. Gilmour — is busily engaged in looking out for the schools, and his re-election.

However, the machine was kept turning round in 1881. In the 11,248 districts, there were 11,894 school-houses, and in these there were, for a longer or shorter period, 1,021,282 children, and these were taught by 30,826 teachers; of these, 20,751 taught 28 weeks. They were paid $7,775,505.22 — an annual average of $375.00. There are (though the report does not tell us) 113 school commissioners, who are paid $89,600. There are eight normal schools, costing $161,737 — but the number of graduates is not given.

New York is rich, and can afford to pay $7,000,000 annually for the education of its children; no fault can be found with that — it is too cheap. No child, even when a great number are taken, can be properly educated for that sum. But we do say, that if the seven millions were rightly expended, a good deal more would be accomplished. We believe that several things are needed in order to get the full force of the money, and we wish Mr. Gilmour had spoken of them:

(1) The appointment of the county commissioners by some body that will not concern itself whether a man is a Republican or a Democrat, but solely seek a man who knows how to advance education. These men should, when found competent, be permanent, and paid well. They are now at the mercy of the caucus, poorly paid, and with little power. The Legislature ought to attend to this at once.

(2) The need of efforts to build up the educational profession. The State normal schools are doing well, but not *enough*. Give each one of the normal schools about eight counties, and let them send their faculties out yearly to examine teachers and bestow life diplomas when they found those who had as good scholarship and as much experience as their graduates. If they have not men enough for this, give them more. Give college graduates (with experience) life diplomas. We ought to have five thousand teachers with educational diplomas in their hands, instead of the two thousand we now have (some of those holding "old State certificates"!)

(3) The grading of the schools — we have no such thing at present, except where a "live" county commissioner has attempted it. Is it not wonderful that the Empire State neglects the grading of its schools! Can a teacher go into a school and inquire for a record showing the names of those in the —— grade, and the studies they pursued, and so on? No; each one grades to suit himself. What becomes of the pupils, the vast army who "finish" (more or less) the studies of our common schools? Is there a certificate given to him signed by the State superintendent and county commissioner, and countersigned by the the teacher? We find nothing of this sort in this report.

In short, we learn from this report how much remains to be done to put the schools of the Empire State on a good footing.

And now read the following extract from a paper read before the Teachers' Association of Illinois, by the Superintendent of Aurora:

This I believe to be the time auspicious I think, at least favorable, for a radical change in the purpose of our efforts respecting the education of all the people. The effort must be to place the schools where they shall be — not independent of the people, but like the mail service of the government in a single respect — in control of themselves for the benefit of, and to obey the mandates of, the people. This can be accomplished only by organized, authoritative supervision. The cause of our troubled condition is but imperfectly understood, and it is to be feared that in attempting to mend matters, they will be made worse if it be left to those who make the laws to take the initial step.

Let us take the first step in this important work by asking the next Legislature:

1. To strengthen the state department by the addition of at least five assistant superintendents, whose work shall be in the field.
2. To give the state department, thus strengthened, control of teachers' institutes throughout the state.
3. To provide a fund for the expense of these institutes, in part at least, by appropriating a stipulated amount for each institution, and by requiring a fee for examinations, to be used in the county where the fee is collected.
4. To give the state department power to grant certificates by a majority or two-thirds vote of its members on the recommendation of any county superintendent, together with at least one assistant state superintendent, who must have personal knowledge of such candidate's work in the schools.
5. To give the state department supervision of the work of granting county certificates.

This is not radical or extreme, and yet, this, it seems to me, is as much as is at first advisable. This will begin the work of improving county and state supervision. This is no more than ought to be attempted, if anything is done. Tinkering with the school law, year after year, by changing some of the provisions accomplishes no permanent or general good. It seems rather to intensify opposition to the whole school law, and to make the county superintendent more exclusively a census officer. With the proposed legislation, many important benefits would result immediately, and the way might be gradually made for other and more radical improvements. * * *

An effort is made this year by the State Superintendent to ascertain two important facts which have a vital significance in two directions. These are,

first, the number of children in this State between the ages of seven and fifteen years; second, the number of children in this State between the ages of seven and fifteen years attending school during the past year.

The legal school age in this State is between four and twenty years; the real school age is between seven and fifteen. The reasons for this we have no occasion now to consider. The fact being thus, it becomes imperatively necessary to know how many of the wards of the State are being robbed of their right to a fair common school education by the neglect, parsimony or something worse, on the part of their parents or guardians. This is needful that the proper remedies may be applied, whether that remedy is to be a more effective compulsory law, directed towards individuals, or one which shall more certainly secure through communities better provisions for the education of children of proper school age. We can safely say that the policy of this State is firmly opposed to any increase of illiteracy, and it is proper to gather such facts as will determine whether or not there is a tendency, for any cause, to such increase. It is to be hoped that every school officer and teacher will heartily co-operate with the effort of the State Superintendent in that direction, and make the reports upon this matter as nearly absolutely correct as possible. The blanks which have been sent out for the usual annual reports. contain columns for the statistics required, and the necessary instructions in regard to getting the information with which to fill them, both from the public and private school records, and from parents and guardians.

We have not received, at the time of writing this paragraph, the programme of exercises for the annual meeting of the Wisconsin Teachers' Association to be held at Janesville, commencing Wednesday evening, July 5th. We hope, however, that the programme will come to hand in time to be inserted before this form of the JOURNAL goes to press. We publish the notice of the Institute Conductors' meeting to be held after the meeting of the Association, and we urge, especially upon county superintendents, institute workers, and all interested in this feature of school work to attend the conductors' meeting with a purpose to contribute to its interest and usefulness. If there is one thing more than another that ought now to be effective in improving and infusing life and power into the common school work of this state, that thing is the institute. If it is not made potent in that direction, then it will be instrumental in dispiriting, and promoting satisfaction with mediocrity in work and results.

We trust that in attendance, in interest, and in character of the exercises, the meeting of the Association will excel all others held in recent years, and that the week will be full of recreative and enjoyable interest, and we believe this will be the case.

AT the recent session of the Wisconsin Homeopathic Medical Society, held in Milwaukee, the president delivered himself of a violent screed against the

public schools, declaring that "the luke-warm proprieties and the autocratic Bismarckism of their government breed a host of sickly girls, who swarm in society, and our towns and cities teem with pale-faced, flat-chested women who seem to have no other aim in life than to cultivate small hands, small waists, and small feet." As if the school-masters of the country had the direction of and are responsible for the size of shoes and corsets worn by their pupils, and for the entire training at home of these pupils in healthful habits, exercise, and industrial pursuits. There may be some fault properly chargeable to the schools, in that they do so little in the line of instruction that relates to the physical well being of pupils; but to say that the schools are responsible for those things that are the direct result of precept, example and indulgence at home, which directly contradict whatever the schools do inculcate as the rule of health and vigor, is as weak as it is wicked.

THE firm of Cowperthwait & Co. have removed its Chicago office to 158 Wabash Avenue. F. S. Belden, the courteous and efficient manager, invites all teachers and school officers to call upon him in his new quarters when in Chicago. The firm publishes some of the most substantial and popular text-books in use. Among these are Monroe's Readers, Spellers and Reading-Charts, Greene's New Series of Grammars, Warren's Geographies, etc., etc. We are not familiar with the U. S. History (Berard's), nor with the series of mathematics (Hagar's) which they publish, but presume the enterprise of the firm would not keep on their list any text-book not well up to the front of the critical and exacting demands of present public opinion, for excellence in matter and form of presentation.

The funeral of ex-county superintendent J. W. West, of Rock county, took place at Evansville, May 28th. Mr. West has been a great sufferer for many years from asthma, and rests at last, "life's fitful fever" being over. We met him for a few moments upon the street in Evansville a month before his death. The premonitions of his coming demise were consciously upon him then, but cheerful, genial interest in the work and workers with which and whom he was so long actively connected prevailed over all depression. Faith was his sure and steadfast anchor, and death for him had no sting, and in him the grave has no victory.

THE new city of Baraboo starts off well. In organizing the board of education the common council have elected two most excellent women as members of the board. Mrs. M. M. Davis, the wife of Dr. and ex-Senator Davis, and Mrs. E. Woodman, the wife of ex-Senator Woodman, are the ladies elected, whose counsel and intelligence will greatly aid in maintaining and improving the already efficient schools existing in the city.

NOTES.

A PROFESSOR of the Wisconsin State University, by appointment of the faculty of that institution, has lately visited the school, and upon his report, Carroll College has been placed on the list of accredited academies, whose graduates are admitted to the University without examination.

J. W. LIVINGSTONE, of Dodgeville, in a letter to the Mineral Point Tribune says:

It is our duty to interest the boys and girls in the busy world about us, and to teach them something of the great and noble men and women who are moving it with the levers of thought. We are endeavoring to do this in part by having a "school newspaper" every week. One week ahead we select two pupils who are to act as our editors the following week. As the various daily and weekly papers come, these pupils select from them such items as are likely to interest the school. In the latter part of the week these items are arranged under four heads — Locals, General News, Choice Thoughts, and Humorous Items. The local column is devoted to what has happened in school or in the town and surrounding country. Of course no gossip is allowed. At noon on Friday the paper is read to me for criticism and correction. The last hour in the afternoon is occupied with this exercise. While the editors are reading, the other pupils use pencil and paper to note down items that they consider worth remembering. After the paper is read, we spend twenty to thirty minutes talking about the most important things mentioned. Every boy and girl is interested in this, and we all learn something every week. Many items may be used as central facts around which others may be grouped. A mention of work on the Panama Canal, suggests questions as to its location, its advantages to commerce, its builder and the work he has already done for the world. A note of the death of Darwin suggests a talk concerning his life, his theories and his books. In this way we have a pleasant review of many facts learned in our text-books, while at the same time we are increasing our stock of knowledge concerning the world's work and those who stand foremost in this work. The results will repay one for the effort required to prepare this exercise.

THE more intimate one's acquaintance with the schools of the county becomes, the deeper becomes the conviction that the compulsory law should be rigidly enforced. The "backwoods schools" simply maintain their organization and the attendance hardly justifies the employment of teachers. The English language is becoming a dead one in many school districts and one not infrequently finds instances where the parents speak English but the children are totally ignorant of the language of the land. In one town in this county having six school districts, the attendance at a private denominational school is greater than the aggregate attendance at any three of the public schools.

There is good reason to believe that Manitowoc county is not as bad in this particular as other counties having a preponderance of foreigners. Annual school meetings are well attended but in many cases solely for the purposes of obstructing educational advancement, securing the shortest term allowed by law and reducing salaries to the lowest possible notch. It seems strange that in portions of Wisconsin the English should be regarded as a foreign language, but such is the fact.

The only remedy is an enforcement of the compulsory law now on the statute books but practically ignored. Supplementary legislation is needed to make the law effective and prevent its abuse. The annual report of district clerks showing the great disparity between the number of children of school going age and the number who have attended public schools, should be made a basis for prosecution for violation of the law.—*Manitowoc Pilot.*

THE final examination, and the graduation exercises from the "Course of Study," in the south-eastern part of Pierce county, took place at Maiden Rock, on the 1st inst. The written examimation previous to the final, or oral one, had been thoroughly done under the supervision of the teachers of the several schools.

The oral examination was under the supervision of the County Superintendent and he was very materially assisted by Thos. J. McAndrew. Three schools were represented, viz.: Maiden Rock village school, Carmichael school and the Matson school. Exercises in the evening consisted of music, address by the county superintendent, recitations, readings, compositions, declamations, essays. Following these was the farewell address of Mr. McAndrew to his pupils, after which the diplomas were duly presented to those who had so faithfully and well performed their work.

The exercises closed with a song.

How much better it is to have an honorable prize like this placed before the youths of our school, one for which all may compete, and secure, if diligent, than the old way wherein only one could be the victor, this causing much jealousy. The examinations are intended to be severe enough, so that when the pupil passes, he shall be able to honestly say, "I *earned* this token by faithful and thorough work in school."

MILWAUKEE NOTES.

The close of the school year is associated in most teachers' minds with changes and rumors of changes. It is pleasant to be able to say that, with one exception, no important changes in our teaching corps are likely to occur.

Prof. W. H. Richardson, principal of the Twelfth District School, will resign his position at the close of the present term to enter the book and stationery trade. Mr. Richardson is a member of the firm of Fenn, Williams & Co., doing business in Milwaukee. He is well known throughout the state

as an advanced thinker on educational subjects and a live and progressive teacher. Mr. Richardson carries with him the esteem and best wishes of the teachers of Milwaukee, which place has been his field of labor for many years.

A new primary school containing six rooms will be opened in the Sixth ward. It is now being built. The erection of primary schools in the Second and Twelfth is also contemplated. A new main school will be built in the Fifth ward to replace the present building, somewhat antiquated and unhealthy. Additions will also be made to several branch schools. The increase of population necessitates these additional accommodations. The annual school census, usually taken in August, was, this year, in accordance with the new law on that subject, taken in May. It shows a large increase. Secretary Schattenburg estimates the increase at about 2,400 school children, making the total school population 42,500.

The annual re-union of graduates of the city Normal School will be held the last week of June. About ninety of the alumni are employed in the city schools and these re-unions are looked forward to with pleasure.

The executive committee of the Board of Normal School Regents, at a recent meeting held in this city, after adopting some modifications accepted the plans of the new building designed by Architect Mix, and ordered details and specifications made. The building of the "Milwaukee State Normal School" is now fairly under way, so far as the action of the board is concerned.

W. N. Hailmann, of Detroit, recently lectured to the Kindergarteners and others interested in Kindergarten work, in this city.

Two well attended and interesting meetings of teachers were held in Milwaukee county during May, one at Bay View, the other at Wauwatosa.

W. J. D.

OUR BOOK TABLE.

A Hand Book of Mythology. By E. M. Berens. This is an excedingly interesting and readable little book, relating to the myths and legends of ancient Greece and Rome, adapted especially for use by young people while pursuing a classical course of study, but valuable to any one who would intelligently read the literature and study the art of these times, so full of allusions to the things of which this volume treats. The lifelike pictures of old Greek life, its customs, superstitions and princely hospitalities, are fascinating. Clark & Maynard, publishers, 734, Broadway, New York.

An Etymology of Latin and Greek. By Charles S. Halsey. Not only the classical student, but one knowing nothing of Latin and Greek will find in this volume a great amount of interesting and valuable information relating to the derivation and nice distinctions of meaning of various forms of different words. And no study is more fascinating, or more valuable as a means of enlarging and purifying one's vocabulary, than that of the history and meaning of words. Ginn, Heath & Co., Boston, publishers.

STUDIES IN ENGLISH AND AMERICAN LITERATURE, from Chaucer to the present time. By ALBERT N. RAUB, Principal of Normal School at Lock Haven. Pa. The features of this work which vary from others of its kind, are, a criticism of each author mentioned by some eminent writer, and a master piece selected from each author's writings, with such explanatory notes appended as seem necessary, and such questions as will lead to the close and critical study, not only of the beauties, but also of the defects of the language, style and thought. The selections of authors, their works and their critics appear in the main discreet, representative and discriminative. The book is published by the author.

PRIMARY HELPS. Being No. 1 of a new series of Kindergarten Manuals; by W. N. HAILMANN, A. M. Large 8vo, pp. 58, with 15 full-page illustrations. Syracuse: C. W. Bardeen. 75 cts.

Professor Hailmann is an able exponent of kindergarten principles. It has been his main purpose for years to harmonize all who are engaged in the work, and especially to establish a connection between the kindergarten and the public schools.

The book before us is the first fruits of his efforts in this direction. It makes the principles of Froebel applicable to primary schools. Take, for instance, Chapter IV, on the use of sticks in teaching arithmetic. The general principles here laid down have been applied in many public schools, but the method has never before been thoroughly systematized and perfected. There is no primary teacher who would not profit by the careful study of this book; there is no teacher who could not herself use in her school very many of the appliances here suggested. We welcome the volume as a first step in a needed direction, and we bespeak for it a sale which shall encourage the author to continue and complete the series.

EDUCATIONAL MEETINGS.

WISCONSIN TEACHERS' ASSOCIATION, THIRTIETH ANNUAL SESSION.

At Janesville, July 5 – 7, 1882.

The following is the order of exercises in the General Association, and Superintendents' Meeting:

PROGRAMME.

Wednesday Evening.

Address: Supt. James MacAlister; The Italian Renaissance in its Relation to Modern Culture.

Thursday — Morning Session.

Opening Exercises.

President's Address.

Paper: Miss Nellie M. Rolf, Beloit.

Paper: Physical Culture in our Schools; Prof. Wm. E. Anderson.

Paper: What Training and Tests of Teachers are Needed; Supt. Jno. Nagle.

Discussion of Subjects Presented.

Afternoon Session.

General Business.

Vocal Music in Schools — Method Illustrated with Class; Prof. D. E. Gardner.

Paper: Methods in Geography; Miss N. L. Hatch, River Falls.

Paper: Danger to Mental Habits in the Knowledge-getting of our Schools; Prof. A. F. North.

Discussion of Subjects Presented.

SUPERINTENDENTS' MEETING.

4:00 P. M. Organization.

Address by State Superintendent, Robt. Graham.

Evening Session.

Address — Influence of School Discipline Upon the Development of Children; Dr. Walter Kempster.

Friday — Morning Session.

Opening Exercises.

Address — Shall we Teach Trades in the Public Schools; Pres't. S. H. Peabody, Illinois Industrial University.

Paper: Some Defects in our Graded Systems; Supt. C. F. Viebahn.

Discussion opened by Supt. S. Shaw, Prof. Edw. Auerswald.

Notes upon Education Abroad; Miss Sarah A. Stewart.

Reports of Committees.

Election of Officers.

SUPERINTENDENTS' MEETING.

2:00 P. M. Opening exercises.

Relation of Superintendents to Quantity and Quality of Teachers; Supt. Jno. Nagle, Supt. L. D. Harvey.

National Appropriation for Common Schools; Supt. Albert Hardy and Prof. J. Q. Emery.

County Library; Supts. B. M. Malone and D. H. Morgan.

Friday Evening.

Lecture: An Evening in Wonderland, or the National Park of the Yellow-Stone; Prof. W. I. Marshall, Fitchburg, Mass.

This lecture is finely illustrated by a large number of brilliant stereopticon views.

A MODEL KINDERGARTEN

will be conducted each day during the Meeting of the Association, in rooms convenient to the Assembly Hall, under the direction of Miss Jenny Ll. Jones, of the Oshkosh Normal Kindergarten.

The extensive and varied manufactories of Janesville will be opened to visitors and will constitute valuable schools of observation to thoughtful teachers.

RATES OF TRAVEL AND ENTERTAINMENT.

All railways in Wisconsin will return members of the Wisconsin Teachers' Association for one-fifth the regular fare. Tickets good through Tuesday, July 11.

HOTELS.

Myers House and Grand Hotel, $2.00 a day. Davis House and Pember House, $1.50 a day, when rooms are reserved in advance for single occupants. To those accepting other accommodations, half a dollar less than above rates.

G. S. ALBEE, Oshkosh, *President*,
E. R. SMITH, Burlington, *Secretary*,
I. N. STEWART, Waukesha, *Ch'n Ex. Committee.*

INSTITUTE CONDUCTORS' MEETING.

July 8 and 10, 1882.

The usual annual meeting of Institute Conductors will be held in the city of Janesville, July 8–10, 1882.

The following programme of exercises will be carried out. The principals in the presentations and discussions have been designated by the Committee on Institutes:

1. Reports of Conductors.
2. Presentation of Institute Work in third Form, illustrating What shall be presented, and How presented.
3. How to reach the experienced teachers, and interest them in Institute work.
4. The relation to and duties of County Superintendents in Institutes.
5. Suggestions by Presidents of the Normal Schools.
6. Future Work in Institutes — Modifications — General Discussion.

All persons expecting to engage in Institute work the present season, are especially urged to be present; and no County Superintendent in the State can afford to be absent. The sessions, of course, will be public, and be open to all who may choose to attend.

ROBERT GRAHAM,
Chairman of Com. on Institutes.

UNIVERSITY OF WISCONSIN.

Exercises of Commencement Week, 1882.

June 18, P. M. at Assembly Hall — Baccalaureate Sermon.
June 19, A. M. at Assembly Hall — Honor Theses.
Evening, at Assembly Hall — Concert by the University Glee Club.
June 20, P. M., at the Gymnasium — Class Day Exercises.
Evening, at the Capitol — Literary Exercises before the Alumni,
Address: L. W. Colby, Class of '71.
Essay: Mrs. J. W. Bashford, Class of '74.
June 21, A. M., at Assembly Hall — Commencement Exercises.
Evening, at the Capitol — Alumni Reception.

JOHN BASCOM, *President.*

A SMALL INVESTMENT.

O. S. BRIGHT'S

Graded Instructor in English, for the use of teachers, costs but thirty cents.

This little manual is in use in the Schools of Chicago, Madison, Minneapolis, Oshkosh, Racine, and more than one hundred other graded schools, mostly in Wisconsin. It has been adopted into the two Normal Schools at Oshkosh and River Falls. It is a simple method of imparting instruction in English.

Send thirty cents (if in stamps, of 3-cent denomination) to

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Catalogue of works, with Phonetic Alphabet and illustrations for beginners, sent on application. Address,

BENN PITMAN,
Cincinnati, Ohio.

SCHOOL LIBRARIES

Which already have a set of the reports of the State Board of Charities and Reform will be supplied with the eleventh annual report, postage paid, on application. A few sets of reports, nearly complete, will be furnished to schools and public libraries. For these the express charges must be paid by the libraries. Address,

A. O. WRIGHT, Madison, Wis.
Secretary State Board of Charities and Reform.

WISCONSIN

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MASQUERADE ELEMENTS.

BY VINNIE V. STONE.

An Essay read at the Graduating Exercises of the Fort Atkinson High School, June 9th, 1882.

Masquerade means disguised, masked, or a hiding of what is real and true under a false show. And from this it follows that Masquerade Elements are those whose real properties or qualities are hidden or masked, but when the disguise is dropped, then appear the real and the true.

The masking elements form two grand divisions, the first comprising the realm of nature, the second the realm of man.

To one or the other of these great classes every known element belongs.

In the realm of nature the elemental bodies are such as defy all attempts which have been made to decompose them. They may be combined and separated an infinite number of times and yet, in the end, always come out with the same suit of properties that they possessed in the beginning, always the same unchanged, indestructible elements.

But the great variety of compounds, which they unite to form, constitutes the masquerade of the elements in the natural world, and chemistry is the magic wand which enables us to distinguish the element masked from the element unmasked.

The number of the elements, so far as chemistry has been able to discover, is only sixty-five; but the number of masks they wear is beyond all human conception.

They seem restive under the law which holds them to their own individuality, forbidding their becoming other elements, and determined to obtain all the compensation possible by changing among themselves into an endless variety of forms, which are only successive masquerades, wherein the real individuality is hidden.

To this wonderful power which all the elements possess in a greater or less degree, chemistry has given the name of allotropism, meaning simply another state.

Of the sixty-five elements before mentioned as forming nature's realm, only four compose the great bulk of organized substances — take the lead in carrying on the life phenomena of the globe.

> "Four elements in one firm band,
> Give form to life, build sea and land.'

says the poet's couplet, and it is literally true.

From these four spring the countless thousands of organized life of both the animal and vegetable kingdoms, and the varying products of the mineral world.

Three of these are invisible gases, their presence known only by their effects, and the first of the three is hydrogen.

When unmasked, gravity, the terrestrial magician of our globe, charms her the least; for at the bidding of man this hydrogen will waft him upward in her fairy ship, though usually her will and not his is the guiding force.

But to find the home of this fairy goddess we must go to the world of waters; there she holds her court, and in the mightiest wave of the ocean, or the tiniest drop of dew, claims two parts out of every three as her own, and any who would tear from her her watery mask must come armed with the force of a thunderbolt.

Next of the gases is oxygen. To it some one has given the motto "conquest forever," and very truthfully, for its highest ambition is to conquer all things, to be the very spirit of every chemical change, to scatter destruction and death everywhere.

When we read of the hyena-haunted ruins of the Orient, or the ivy-mantled ones of "merry England," or observe for ourselves the gradual decay which is going on around us at all times, and sigh

and lament over the havoc which "old father Time" is so relentlessly working — we mistake. "Old father Time" is credited for a great many more crimes than he ever commits. Let us look more closely and we will discover the real criminal — oxygen — sending forth armies of mask-hunting atoms to every part of the natural world; yet each individual atom of these vast armies is so small that the most powerful microscope has never revealed it.

Even now, although we may not be aware of it, they are masquerading all around us, and at each breath we take they are rushing to all parts of our bodies, seizing in their powerful grasp the useless or wornout particles, dragging them hence under the mask of carbonic anhydride, every two atoms of oxygen carrying one of carbon. This compound is only one of an endless variety which the law of chemical affinity compels this chief of conquerors to assume.

Wherever there is the slightest indication of decay, whether in the crumbling walls of a kingly palace or those of the poorest shanty, the dying forest or the withering flower, this destroyer is at work.

The next of the masqueraders is nitrogen, which composes four-fifths of the air.

She is the veriest coquette. The chemist has to employ all his arts to induce her to unite with the other elements.

Are you a chemist and use all your charms to persuade her to enter into a chemical compound? Then "trust her not, she's fooling thee;" for, quick as thought, turning a deaf ear to all entreaty, she not only flies away herself, but carries her companion elements with her, though she soon rejects them for new companionships.

But in gunpowder, in which the nitrogen is always masquerading, is a prison whose door she cannot unbar at her will; still, all that is required for her emancipation is the tiniest spark of fire; then the bolts of her dungeon fly back and she rushes forth to deal terror and death to any who may dare to defy her.

And yet, varying the figure, this little gypsy is compelled to wear her masks in every part of the human system, though only waiting the signal of decay to break the bonds which bind her.

The last of this royal family is carbon, a hard, black and opaque solid, the exact opposite of the others.

Of all the elements of the natural world, this is the most abundant.

It has three distinct allotropic forms, the first of which is the amorphous, or in other words the uncrystallized.

The carbon maskers that belong to this class constitute the colored race of nature's kingdom.

These ebony beings, we know under the name of lampblack, coal, coke, soot, charcoal and boneblack.

This carbon in the disguise of lampblack is to our world what Mercury was to the gods, it is the messenger who confronts us from the columns of every paper, from the pages of every book. In the hand of the printer, it is the tongue of the people, expressing in its black-lettered language the thoughts, opinions and events of the globe.

'Tis carbon again, in the guise of soft or hard coal, that sets free its prisoned sunbeams to drive off the winter's cold, or loosens the bonds of the giant, steam, that he may keep the wheels of a world of industry in revolution.

Graphite, the second allotropic state, is known best in the form of the lead pencil, that little instrument by means of which so much has been accomplished, both of good and of evil, the weapon of the caricaturist or the favored medium of the gifted artist.

But in the third and last of the allotropic forms these elements drop their sooty masks and appear the very king of precious stones — the diamond — for this gem of all gems is only pure crystalized carbon.

The grass that to-day is waving on the terrible battle-plains of our late war, is doubtless drinking in through its myriad rootlets the atoms of hydrogen, nitrogen, oxygen and carbon, which not twenty years since were claimed by those who there sleep their last sleep and whose only monuments are those trembling spires of emerald.

Strange as it may seem, the solid parts of our wooden dwellings, the mighty forest tree or the stately lily, are formed almost wholly of solidified air and water.

When the great forests that once waved their protecting branches where we now are, fell, and took on the change we call decay, it was only a return to earth, air and water, that succeeding forms of life might use them and live. Hence it is highly probable that parts of these bodies we call our own, to-day, may years ago have formed a part of some towering oak or dainty flow'ret; and years hence, for aught we know, some portions of our bodies, whether living or dead, may be burned in stoves as fuel, or claimed by some monarch across the sea. Prof. Steele expressed the same thought when he said, "All nature is a torrent of ceaseless change. We are but parts of a grand system and the elements we use are not our own. The water we drink, the food we eat to-day, may have been used a thousand times before and that by the humblest insect or the mightiest king. The particles of matter we so fondly call our own and decorate so carefully, a few months since may have waved in the meadow as grass or corn. From us they will pass on their endless round to develop other forms of vegetation and life, whereby the same atom may freeze on arctic snows, bleach on torrid plains, be beef on the butcher's block, strength in the blacksmith's arm or beauty in the poet's brain." We now leave the realm of nature and enter the realm of man.

Here every human being that helps make up this busy world, from the Australian cannibal, greedily devouring his meal of human flesh, to the most profound philosopher of our enlightened age, is one of its elements, and is changing with every passing moment. Masquerades in human character extend from the cradle to the grave. Step by step as it journeys through the valley of life, the spirit masquerades from the beginning of its being on through infancy, childhood, youth, the prime of life, old age, till it drops its last earthly mask at the portals of death. Forever masking and unmasking in myriad successive disguises is as truly the law of human development as it is the law of chemical allotropism.

Every day unmasks some latent power or hidden characteristic in each of us, and yet the change is so slight and so gradual that we pass it unnoticed, and it is only when we contrast the *then* and the *now* of ourselves or our associates, that we realize how complete the disguises have been.

All biography is but the story of the successive masquerades of some particular individual.

One of the "four saplings planted in the backwoods of Ohio," masks the promise of his future greatness in the ordinary routines of the farmer-lad, canal-boy, student, carpenter or country school-teacher, enters Williams College slighted, taunted, even insulted by those polished *gentlemen* — shall I say? — who looked now with unconcealed scorn upon the rough western farmer.

Ah! how chagrined their looks, how incredulous their smile, if at that moment they could have lifted the mask of that royal brain and caught a glimpse of its stately march in the after life of James A. Garfield, as he unmasks the college president, the colonel of a volunteer reigment, the brigadier-general of volunteers, U. S. representative, U. S. senator,—and shall we say what else? But here we pause. There seems left but one more round on the ladder of progress and fame which this man has not mounted; whether he will reach it or not only the ballot-box may decide.

November 2, 1880, the day of election comes, while all over the land the people are waiting with bated breath, hoping yet fearing the result. But when that result is heard, such a shout of joy swells upward from the hearts of the nation that even his political antagonists

"Can scarce forbear to cheer."

The highest round now seems to have been reached, the loftiest mask thrown aside. At the very helm of the nation stands the canal-boy of Ohio, unmasked, President of our United States.

A few brief months roll on, the hand of the assassin draws nearer and nearer, without warning the blow falls, and we all remember how sadly and yet how grandly he parted with his last earthly mask and passed beyond our vision.

Another of Ohio's little maskers, unmasked, in later years leads a victorious army from "Atlanta to the sea."

The Galena tanner unmasks the renowned captain of the nineteenth century.

A little boy improves every opportunity for cheating in a game of marbles, and unmasks the traitor, Benedict Arnold.

The arch-fiend, Jesse James, masqueraded in a boyhood home of great refinement.

A disguise falls from the neglected wife of Henry II of France, and the name of Catherine de Medici is handed down through the centuries as a synonym for cruelty and bloodshed.

A young peasant girl in France unmasks the Maid of Orleans carrying aloft her snowy banner with its golden lillies, and leading her troops on to victorious battle.

Behind a barn near his school house a little nine-year-old makes his first attempt at composition, a poem on Mr. Finney's[1] turnip. In after years the masks successively fall away, and before us stands revealed the greatest of all American poets, "one whose songs come to each of us with a purity and richness unequalled, unless in the life of the singer himself,"— our own Longfellow.

We, to-day, are an assemblage of social maskers. Of some of the masks we wear we are conscious; may put off and on at pleasure — hide a sorrowful heart with a smiling face, or a base design with lying lips — but of others we know not; they hover around us, on every hand we touch them, perhaps, but 'tis only the Future in the guise of the Present that reveals them.

The allotropic states of our natures are ever enfolding and unfolding the human webwork — developing the new and the strange — making us what we are and what we shall be.

Here in our midst, for ought we know, may be masked by present environments those who in years to come will be found in the high places of the nation, or swaying its thoughts with the magic of their pens.

Yet it is impossible that the future find us all famous; but however humble our lot, we can each endeavor to attain the highest excellencies, assured, then, that as the masks one by one drop from our character, our talents or our work, if we are not found statesmen, poets or musicians, we shall, when stripped of all masks, be found noble and true in all that constitutes human character; remembering,

> "We live in deeds, not years — in thoughts, not breaths,—
> In feelings, not in figures on a dial."

remembering, too, that

> "He most lives
> Who thinks most, feels the noblest, acts the best."

[1] A recent writer in the Christian Union states that Mr. Longfellow denied being the author of the poem here referred to and generally attributed to him.

THE QUALIFICATIONS OF A TRUE TEACHER.

A paper read before the Teachers' Association, Bay View, Wis., May 6, 1883.

BY PROF. LEWIS FUNK.

My topic implies, that in the great army of instructors in our common schools there are those who are not entitled to the name of a *true* teacher. In anything the false proves the true. There could be no counterfeit or bogus money if there were not at the same time genuine, legal coin. Turn where we will, investigate where we please, the true and the false comfront each other. In medicine we find on one hand the skillful, scholarly physician, on the other hand the ignorant, blundering quack. In law there is found the well-read, logical, upright practitioner, and perhaps near him the shallow, scattering, dishonest pettifogger.

Nor is this difference confined to the professions. In mechanical life, especially in America, it takes but a short time to acquire the rudiments of a trade, and then the candidate starts out into practical life "*jack* of all trades, but *master* of none."

The teachers of our land are no exception to the classifications above made. Among them we find those carefully prepared for their work, either by special training or through individual study; and we also find those whose only consideration is to grind out the days, pass the time some way or other, and finally visit the treasurer, and then depart for other fields, there to repeat their half-hearted work.

It is the design of this paper to dwell *briefly* upon some of the prominent qualifications every true teacher should possess.

The laws of our state prescribe that every teacher engaged in public school work shall be qualified as to scholastic ability. He shall hold a diploma or certificate given by recognized authority. These diplomas may be issued by any of our state normal schools, the State University and certain specified colleges. The certificates may be issued by county superintendents or the state superintendent of public instruction. The law defines what subjects shall form the basis of these various certificates, and the conditions under which they shall be granted.

Under the examination of the county superintendent, a third

grade certificate will be granted if a successful examination has been passed in the following subjects: Orthoepy, Orthography, Reading, Penmanship, Arithmetic, English Grammar, Geography, U. S. History, Theory and Art of Teaching. For a second grade, all of the above and Grammatical Analysis, Physiology, Physical Geography, Elementary Algebra. For a first grade, all of the above and Higher Algebra, Natural Philosophy and Geometry. There is yet one other way in which a person may become a legally qualified teacher. If he has taught successfully during the *brief* period of twenty-one years, and is not yet dead and in his grave, the great, good state of Wisconsin will grant him a life certificate.

That scholarly ability is a necessary qualification, of course, no one will deny. But that it is not the *only* true qualification all may not be so ready to admit.

NATURAL ADAPTATION is a necessary qualification to the teachers' work. Nature, if left to take its own course in an untrammelled way makes no serious mistakes. She does not call the man, whose every impulse is to invent machines, construct engines or find out the hidden things in mechanism, to be a theologian, a doctor or a teacher, but she calls him to the lathe, the engine room, to the work shop, where he will have full scope to work out his native genius. The same will hold true in any of the vocations or professions in life. By some mysterious power within man, he has the germs of successful usefulness in his being, and if these germs are allowed to work their way out, life's efforts will not be failures. To attempt to teach without *nature's qualifications*, is to be constantly groping in the dark; to be overwhelmed with vexations, annoyances and troubles that are describable and comprehensible only to those who have passed through this "night of despair." It is true, that education and training may do something where nature seems to have done little in endowing man with natural powers to instruct; still the effort will be forced, and the results unsatisfactory. The difference between a natural and an unnatural teacher, is seen at once upon entering the school room. The one finds plenty of work to keep his pupils busy, his school is in a systematic state, no continued disorder prevails, no friction is visible, but the day's work progresses with the quiet moments, as they speed swiftly by. The other has many idle scholars, and as a con-

sequence, confusion reigns, noise and turmoil fill the room, and the teacher is compelled to key his voice to the highest pitch in order to make himself heard.

LOVE FOR SCHOOL WORK, is another great qualification. Without it, the burdens of every day will become grievous loads. Look at that true mother, surrounded with a half dozen little children, all soliciting eagerly the gratifications of their wants; how patiently she administers, first to this one and then to that one. How forbearingly she chides and advises, administering here a mild reproof, and there bestowing a deserved word of praise. Why is she able to thus maintain the glow of friendliness upon her countenance? Simply, because in her heart is a deep seated feeling of love. Love lightens every labor, sweetens every cup of sorrow. Thus it is with the true teacher. He *considers* the youthful mind with all its boyish proclivities and its girlish pranks. He studies with unwearied patience the varied developments of youthful tastes, and tries to provide the hungry soul with such food as will produce the highest manhood. To him the child of humblest birth, clad in the poorest garments, presents probabilities and possibilities that are interesting and even terrible to contemplate.

This true *love* will not lead to laxness or looseness in discipline, for it seeks the real good, and not the positive injury of the child. "Justice tempered with mercy" will decide the course to be pursued.

The next qualification is one growing out of the preceding. It is THE SPIRIT OF SELF DENIAL. The teacher who is not willing to bear extra burdens, for the sake of advancing his pupils; who is not willing to give special assistance, as far as he can, to those who need it, and will appreciate it, is not the one who can long retain a strong hold upon the minds and hearts of his pupils. Self-denial prompts love, and love makes self-denial possible.

POWER OF ADAPTATION TO CIRCUMSTANCES AND SURROUNDINGS, is another essential qualification. School teachers are by no means permanent fixtures. They are found now here, now there. Once in a purely American community, and another time in the very midst of mixed foreign elements. In each of these circumstances it is well to be able to take hold of the popular heart, and use it as a force in advancing the educational interests of the people. Some

schools are well provided with apparatus and conveniences for all the departments of instruction, while others have scarcely anything in the line of materials with which to interest and instruct. But the *flexible* teacher makes the best of his situation and does what he can to produce good results even with limited means. Where there are bright sparkling minds, and live teachers, good work will be done, though the labratory be but poorly provided.

GOOD HEALTH AND A VIGOROUS BODY, well filled with reserve force, is an additional qualification. No one can bear the continuous strain upon the nervous system, without sufficient physical endurance to replace the lost force. No wonder that teachers get cross and excitable and do strange things at times, when their very life is being worn out of them by the cares and anxieties associated with their daily work. When nature cannot replace the spent force, when morning comes with its golden sunlight, but new strength and buoyancy of spirit come not with it, when day after day, and month after month, the health is being undermined, and the strain is all upon the nerve, then it is time to lay the armor by, and let nature, aided by good medical skill, restore the "waste physical places." Many teachers rob themselves of years of labor in school work, by "burning out the candle of life to its socket," and then trying to recruit their spent energies with the remnant of power that is left.

But I must not fail to mention one of the very greatest and most essential qualifications. It is the possession of A GOOD MORAL CHARACTER. Without it all secular instruction will be misapplied. The unconscious influence exerted upon the youthful mind will neutralize the good tendencies of all intellectual developments, and thus thwart one of the great designs of existence. It is a hopeful sign of the times, when we see school boards, as well as leading educators, thinking seriously upon the subject of moral instruction. The teaching that is to produce good, law-abiding citizens is not the merely intellectual, but it is that which gives to the intellectual a restraining influence; that will make good citizens and peaceful, agreeable neighbors. A high degree of the moral sense in the teacher must necessarily produce more or less of the same feeling in the pupil. Honesty, sobriety, veracity, patriotism,

are qualities that are admired by *all*, even by those who do not practice them. No teacher can say, "I have done my full duty with my pupils," unless he has, in a wise, judicious way, sought to develop ideas of right and wrong and the responsibilities associated with them, as well as striven to give faithful instruction in the knowledge of books. It would seem, in the present day of the world especially, while the home training of the child is in many instances so sadly neglected, and the spirit of "young America" is so rampant, that very much stress should be placed upon the direct, as well as upon the indirect, influences that help to fashion youthful character. A teacher without character is like a stong, powerful steamship without a rudder, or anchor. The force of the steam carries it now here now there; against this hidden reef, and upon that elevated sand bar; until, by the very force within it, it is dashed into pieces and sinks in the mighty deep. Still another qualification of the true teacher, is STUDIOUSNESS. Although the same subjects he is now teaching have been taught by him before, he should be ready to meet them in the new form in which they are likely to appear. No two pupils' minds receive the same subject in exactly the same way; hence it is often necessary to think more of the methods that are to be applied, than to the thought itself. And then, teachers are apt to get into ruts; to confine themselves to their own ways and methods, without comparing them with other ways, in order to ascertain the desirableness and usefulness of the same. The passing events of the present should not be overlooked. The chief facts connected with the political, historical, scientific and literary news of the day should be carefully considered, that they may form a part of the knowledge treasured up in the storehouse of facts. There are many other qualifications, perhaps, as important as those I have mentioned. But I forbear to speak of them now.

In conclusion, let me urge upon all a due consideration of the responsibilities that rest upon us as teachers. We cannot fully meet the duties of every day without thinking of the *lasting impressions* our labors must make. We cannot afford to idly fold our hands, and bring no more *into* the profession than we found in it, when we entered it. We are untrue to the highest interests of

mankind if we go at our work with careless, indifferent spirits. But with the approval of our better natures, and in the spirit of the greatest teacher the world ever knew, we must go forth and do our full parts toward the subjugation of this ignorant, wicked world.

A PLEA FOR A NEW CHAIR.

AN ORATION BY F. K. HOLDEN.

At the Commencement Exercises of the State University, Madison, Wis , June 21, 1882.

The greatest moulding influence that touches human life is the book. Have you ever thought that this power that is thus swaying human hearts for good or evil is moving undirected? Let me remind you that one hundred young men and women are each year coming up to our University from the towns and villages of our state, and that most of them have not had the privilege of a library. Their hearts are receptive, but their tastes are uncultivated. Thus they are ushered into the presence of the one hundred thousand books that rest upon the shelves of our libraries. And shall we allow them to wander for four years from alcove to alcove, with no definite aim, with no skillful hand to give direction to their awakening natures? Such is the case not only in our University, but in every college throughout the land. And, therefore, I urge to-day the necessity of a professorship of books.

It is not enough to introduce the student to these vast mines of thought; he should be taught "where to sink his shaft and how to work it." Every student may do some general reading. If his reading shall be systematized and well directed, by reading thoroughly only ten pages each day, he will, at the end of his college course, be familiar with best biographies; the histories of Hallam, Macaulay, and Guizot; the philosophies of Spencer, Mill, and Emerson; the masterpieces in English prose and poetry, and many of the best works of fiction.

Do you say that the student may select these few choice books for himself? Ah, but there is danger of his being drawn into the current of the lighter and more popular literature. Or the enthusiastic beginner may seize the epic of Milton, or the philosophy of

Mill, works suited only for the advanced student. And instead of giving strength and pleasure to the mind, he has taken the most certain course to cloy and weaken it. Neither can manuals of reading supply this want. Individual tastes and characteristics must be studied, and this calls for a personal and living adviser.

But we not only need a guide to tell us what to read, but how to read; how to get the contents of a book in the shortest time. If Coleridge rarely read a book through, yet never failed to grasp the thought of the author; if Carlyle could "pluck the heart" from a volume in two hours, we believe that it is a faculty capable of cultivation and an art worthy of being taught in our colleges.

This is no fancied but a *real* necessity. Sixty young men and women going out from this University to-day into the world, to become either directly or indirectly teachers — who of us can lay out a course of reading for a young man or woman, or even plan the best course for ourselves? Four hundred students in this University, and not one of them pursuing a systematized and well ordered course of reading. This is a sad defect in our education.

It is indeed a great thing to look through yonder telescope and study the system of worlds revolving about their common center; but it would be a greater thing to show the young reader the great centers of thought in the universe of books. It is a high privilege to be taught the science of the mind, but it is of equal moment to have the mind brought under the influence of the master minds. May not our University, our *Alma Mater*, take the lead among the colleges of the world in supplying this great want of our time, by establishing a new chair,— a Professorship of books and reading?

RAILROADS.

In the February number of the JOURNAL OF EDUCATION the attention of its readers was called to the subject of "railroads." An outline was presented, by following which a review of the subject might be obtained which would be of assistance to the teacher in the schoolroom. The outline there given was so wide-reaching in its scope as to prevent the giving in this article of

many interesting and instructive details connected with the various subjects mentioned, and therefore only the main facts and statistics are here collected concerning this great outgrowth of modern invention and enterprise.

I. History.

We can give only a meager review of the history of the railroad. The idea of the railroad as now existing originated in the use of horse railways in England in 1692 at the collieries near New-Castle-upon-Tyne. In the first instance wooden rails were used; and four wheeled carts drawn by horses constituted the "rolling stock." The wooden rail was later improved by placing over the wood an iron "tire" which was attached by means of bolts or spikes. This was unsatisfactory. Use loosened the tire, and becoming bent upward, it formed what was called "snake heads." These were thrust up through the floor of the car and produced a general wreckage. In 1786 the iron rail was used in England. It was of cast iron, five feet long, four inches wide and one and three-fourths inches thick. On the outside was a "lip" to keep the carriage wheels upon the track. From this time on, the most important improvements have related to the perfection of the form and material of the rail and the method of fastening them. In 1808 wrought iron rails were made and in 1872, machinery was invented for rolling them into other than flat shapes. The rail now used almost universally is the Bessemer steel patent, which is in itself a fertile and interesting subject for schoolroom research. In connection with this subject we suggest that a detailed study of the history of the various styles of iron rail would be profitable; the "lip," the "edge," the "fish-bellied" and the "standard." Watt patented the first steam engine in 1784. Following came that of Truvithick in 1802, the high pressure; and after that in 1814 came Stevenson's. Many important changes have of late years been made in the mechanism of the engine, and yet it is in the main as first constructed. The most important changes have been made in the number and size of the "drivers" and in the size of the cylinder.

Of the history of "cars" it is not necessary to say much. The first used were exceedingly small as compared with those of to-day

and were used exclusively for freight. Passenger coaches were first used in 1825 and accommodated but eight persons.

The first engine used in the United States was in 1825. The first railroad company in America was chartered in 1827 by the legislature of Maryland with a capital af $500,000.

II. Construction.

Bed. This consists of natural soil and "ballast." In constructing the bed much attention is paid to drainage and also to the prevention of dust.

"Ballast" most preferred is gravel containing a natural mixture of clean sand. If this cannot be obtained broken stone is used. Soft rock is not considered as desirable as hard, as the former "packs" too densely and becomes hard and rigid. Elasticity is a requisite of a good road bed, and any material which insures that is acceptable. For a single line of track the bed is about twelve feet in width at the summit, for a double track twenty-six feet.

Ties. Hard and soft wood is used. Hard is preferable however, and the average cost of what is known as an "A, No. 1" tie, is thirty-five cents.

In the Wisconsin road beds ties are placed two feet apart.

Such a tie is of hard wood, eight feet long, six inches thick and seven or more inches broad, on its upper "face." Ties last about six years. White oak, hemlock and chestnut are the woods most used.

Rails. Nearly all rails now used in this state are of Bessemer steel. The form is what is known as the standard or "T" rail, this being the form invented to prevent the bending up of the old-time rail as before described. The standard rail is thirty feet long. Weight, sixty pounds to the yard. Cost, $60 per ton. The rail is fastened to the track by means of "spikes." These cost $3.15 per hundred pounds, and about five thousand four hundred pounds are used per mile of track.

Rails are fastened to each other by "angle bars," so as to make one continuous line of track and thus avoid the "jar" which was so unpleasant to passengers and destructive to rolling stock formerly. These angle bars cost $51 per ton, and about two and one-fourth tons are used per mile.

Owing to the fact that there has been no national control of railroads in this country, no uniform "guage" was at first adopted. The "broad" guage is six feet; the narrow, three feet; the standard, four feet, eight one-half inches, the latter being the one now in general use.

We give below the average cost of a mile of road in Wisconsin to-day:

20,000 cubic yards earth work	at	$0.23	$4,600 00
2,000 cubic yards ballast	at	0.25	500 00
105.6 tons steel rails	at	60.00	6,336 00
2,640 ties	at	0.35	924 00
5,400 lbs. spikes	at	3.15	170 10
2¼ tons angle bars	at	51.00	114 75
Laying track			200 00
Total			$12,894 85

III. Rolling Stock.

This is one of the most interesting divisions of our topic. The discussion of the structure, manufacture, the various steps in the improvement, and kindred subjects connected with rolling stock, cannot be entered into in this article.

Engines. The weight of the average engine is thirty-eight tons. That of the heaviest freight engines is fifty tons. In each case this is without the tender. They cost from $10,000 to $16,000 each. Profitable discussion for the schoolroom can be had in reference to the "drive wheels,"—size, number and material; the boiler, construction and capacity; cylinder, size and influence which this has on power and speed. Those most used on the Wisconsin roads are the McQueen, the Grant, the Brooks, the Baldwin, and the Rogers.

Cars. The average passenger car has twelve wheels, will accommodate about sixty persons, and costs from $5,500 to $6,000. Sleepers are, as a rule, longer, have same number of wheels, and cost about $12,000.

Freight cars vary in length from the short ore car to the lumber car. Their weight varies from sixteen thousand to twenty-two thousand pounds. Twenty-four thousand to twenty-six thousand pounds is the average load per car. In most cases they have but eight wheels.

The leading car manufacturers are as follows: Michigan Car Co., Detroit; Haskell & Borker, Michigan City; Wells & French Car Co., Chicago; Barney & Smith, Dayton, O.; Harlan & Hollingsworth, and the Jackson & Sharp Co., of Wilmington, Del.

Wheels. The structure of the car wheel is such as to prevent the car from being hurled from the track in rounding curves. The objectionable feature of the curve is obviated by making the wheels conical, of greater diameter within than at their outer edge. The effect of this, in running on a curve, when the wheels on the outer side are pushed by the centrifugal force outwardly, is to make them roll on their larger diameter, and at the same time the wheels on the other side, drawn in towards the center of the track, roll on their smaller diameter. Facts connected with the manufacture of wheels will amply repay study. An interesting question connected with them, is why the wheel is firmly attached to its axle instead of letting it turn upon this, as in the case of a wagon.

IV. Employes.

Concerning the business and salaries of its employees the railroad company is somewhat loth to give information, and hence only a general idea of this topic can be given.

The business of the solicitor is to attend to the legal matters arising out of the business of the road. The salary of this officer varies from $2,000 to $25,000 per year. The manager's duty is to supervise, in a general way, the business of the road.

The conductor controls the train under his charge, directing rate of speed, collecting tickets, etc. The average salary of this employee is $1,200 per annum.

The business of brakemen on passenger trains has changed considerably since the adoption of the "air-brake." His work now-a-days is to attend to the comfort of passengers, have a care that cars are suitably heated and ventilated, give due notice of stations, and see to the coupling and uncoupling of cars when occasion demands. The work of the freight brakeman is more severe and dangerous. The average salary is $50.00 per month.

V. Fare.

The cost of a single trip ticket is left at the option of the railroad, and for short distances averages about four cents per mile.

The round-trip ticket costs three cents per mile, as does also the 1,000 mile ticket. The "commercial" ticket is put up in book form. It is good for one thousand miles, and costs $30.00, with the provision that if used within six months $10.00 will be refunded. The history of the influence of legislation on passenger and freight rates in this state is interesting.

As was stated at the beginning, only some of the leading facts connected with the subject are here given. The object of this article is to awaken inquiry, rather than impart knowledge, concerning a subject with which every teacher, if not every child should be tolerably familiar. L. S.

SELECTED.

WHAT SHALL I DO WITH HIM?

BY W. A. WARREN.

I wish my boy to go into the world informed. I know what he will meet there, and I want to put him on a better vantage-ground for all these meetings. How can I better get at the education I wish him to have than by considering what he ought to have when he comes to need it? Let us consider what he will have need of. He will meet —

1. Temptations. These every father thinks of first. How can he be guarded against them? I would have him taught Morality, not in theory only, but with that deep enthusiasm for The Right, The True, The Good, The Beautiful, without which no virtue is safe, and no success complete. I want him to be religious without being theological, pious without being hypocritical, and zealous without being fanatical. I want him to have faith without superstition, and religion without bigotry. You remark that all this is as much the work of the parent as of the instructor. And yet I don't want to send my boy to a teacher who lacks all this; do I? Mind; I do not ask my boy's teacher what he believes; it is not the creed but the life I am looking for, in the person of the instructor of my son.

2. Selfishness. This is the great present and coming curse. The days of chivalry and religious and knightly self-forgetfulness are gone; the days of trade and greed are full upon us. It is one wild scramble for office and money, with scarcely a disguised profession of patriotism, honesty or philanthropy. Men steal, and unless detected, count it no evil. How can I fortify my boy against this current? The example and words of his teacher should do much; every teacher should be to his every pupil a hero and god. But to this I want to see added such a teaching of history as shall bring out into glorious knighthood grim old Oliver Cromwell and gentle Phillip Sidney, manly Bayard and glorious Washington. I believe in biography rather than in history. Give us the warm life of noble men, and not mummies nor statistics nor facts. Do you know of any school where they so teach history?

3. He will meet disease, accidents, and dangers. The best way to meet these is not a policy in an accidental insurance company, but an education which shall insure presence of mind. A few rules and principles impressed on the mind will cause one to act the hero in moments that try men's souls. I do not know why physicians should monopolize all that education which tends to relieve or prevent pain, disease, or if so be, death. At any rate, I want my son to know enough about this to be able to act the man when he shall be called. I want him taught physiology, hygiene and anatomy, not from a text-book, but the more sensible method of the dissecting room; or if this is impossible, from the manikins which can be got so well made from Paris, from the skeleton, and the study of the anatomy of the lower animals. Those things relating to anatomy, as differing in the sexes, and the principal facts of generative physiology, I took pains to teach him long ago; I don't want my son to learn these things from any lips less pure and dear than mine. Often, since, he has made me his confidant, where I know other boys would have been lured to evil. Now, do you know where that wise man teaches, who will wisely, with microscope and skeleton and dissection, teach my boy a practical physiology and hygiene, and such a knowledge of remedies as will make him of use in an emergency?

4. He will meet men socially. Those gifts which make an evening enjoyable — music, and the ability to talk — should be culti-

vated. He will meet them in a business way (*i. e.*, selfishly). He must learn to control his tongue, his face, his temper, and his thoughts. He must know the technicalities of business, and broader than that, the laws of trade and the science of political economy. He will meet them associatedly. He must know parliamentary rules, and be skilled in quarreling by rule — able to preside — and content to go without office. As a Christian he must do his part unselfishly in, and toward, the church he attends.

5. He will owe duties to his country. I would have him taught the principles of government and of common law, and the necessity for, and the meaning and abuse of such terms as "loyalty" and "patriotism."

6. He will meet things. Briefly (pedantically, if you will) all thought comes from things. We see things; we are *thinged; i. e.*, we think. I don't want my boy to go through the world with his eyes shut. Who discovered attraction of gravitation? Who the phosphates under our own soil? Who invented the steam engine, or the telegraph? Plainly, somebody who was able to think and did think, and who thought because he observed things. Yes; I want my boy to know something about things. The Science of things, or so much of it as we technically include in the branches of geology, mineralogy, chemistry, and natural philosophy and astronomy, holds almost the first place in my idea of the importance of the sciences my boy must know.

7. He will need to know how to judge. Faraday says that a deficiency of judgment is the most common intellectual fault. A clear judgment will cause a man to be looked up to, when office and money won't. I do not know what better safeguards can be thrown about a boy than to beget in him a keen enthusiasm, and a sound judgment to direct it. To be sure, much of the stuff we make a sound judgment of must be born in us. But I conclude that the weakest of us might have been a better judge if he had had that faculty earlier trained. Already he has been taught to distinguish color, distance, form, weight and size; these he has been taught by his mother. What I want now is a teacher who will carry on what she has begun.

8. He will meet occasions. Who is the statesman? Simply he who has wit enough to know when an opportunity is come, and

has knowledge and speech to meet it. To every man, great or small, come these chances which make or mar his future, and which make or break the happiness of others. I am thinking now of ability to speak. I want him to know how to use words. Mere grammar is dry husks, but words,— swift, terse, burning words — he must learn to store and use. I want a teacher who will teach speech, and not the grammar of it merely.

9. He will meet those numberless times when skill in using a pencil will be of much pleasure to him and others. Often, too, he will be so situated as to make some knowledge of draughting indispensable. No, I cannot afford to have him neglect drawing. He may not become a beautiful penman, but he must know how to draw.

10. He will meet, or ought to meet, with the thoughts of our greatest thinkers, both the living and the dead. A feature of to-day's civilization is the thinness of thought. Our great minds tower high enough — so high that we worship them — never thinking that by patient climbing we may put ourselves, if not beside them, yet in sympathy with them! And the Bible and Shakespeare are unopened because we *must* read the daily news! But I want my boy to be made to study the Sermon on the Mount and Hamlet until he shall learn to understand and love both. For I think Shakespeare should be made the early love of all our boys. This can be done if they read him critically, under the guidance of a wise and enthusiastic teacher, during their school days. I am willing that my boy should not know Virgil, but he must know Shakespeare.

Thus, briefly but widely, have I hinted the course of study I want for my son. I wish such a discipline for him, because my own experience has taught me the need of it. I want to give my boy a four years' course in a school which comes nearest to teaching what he most needs to know. Have we such a school? Or have we a school which supplies, in part, my demand? These are practical questions which you and I may talk about, and which we ought to stir up others to talk about. They are of vast moment to me. My boy is my all. His success is mine, and his failure will bring down my gray hairs with sorrow to the grave. Other fathers have other sons just as dear and hopeful. They need to succeed in

life — they must succeed — their country demands their success. A part of her crown of glory are they. We shall die and be forgotten, except as we live in their success.— *Penn. School Journal.*

BABY'S FIRST YEAR AT SCHOOL.

AS TOLD IN CONFIDENCE TO C. M. DRAKE.

The first thing I did was to sneeze. The next thing I did was to cry. I couldn't help it. Lots of children cry in school, but my teacher, a motherly old lady, knew how to deal with me, for she took me in her arms and said I was a fine, strong fellow, with good healthy lungs. If I had been a girl, she would doubtless have praised my beauty, but boys would always rather be called strong and manly than pretty. She said I looked like my papa, just as though that was uncommon; and that certain other features were just like my mother's, which was not at all strange. I took several good long breaths, though the air wasn't very pure, a common fault in school-rooms. I was washed clean. Many children go to school without washing, but not when their teachers are as wise as mine. I was washed in warm water, too. Washing in cold water in January is all humbug. I'd like to duck those hydrofools in ice-water who send boys to cold water on cold mornings, and tell them it hardens boys to shiver while they are washing. My teacher didn't brush my hair nor clean my teeth, which, no doubt was an oversight. All pupils should have their hair combed and teeth clean. Nor did she cut my finger nails for fear I should grow up a thief — which is as judicious moral training as most boys get.

To see whether school would agree with me, I was weighed, and pronounced "The finest boy of the season, ma'am, eight pounds and three-quarters!" As I was the first boy of the season, it was not strange I should be the finest. My skin rapidly turned from white to a healthy red under the invigorating influence of light and air; two things which pupils need in abundance. The windows were not arranged quite right — few windows are — and the light made me blink. Did I tell you my eyes were blue? Most all very young pupils have blue eyes at first. Now they are gray. Queer eyes they were, too. Each one moved independently; one

would go one way and the other another way. They didn't seem to have learned to move together; in fact, I did not know how to move them at all. Many a pair of older eyes have been scolded for rambling around the school-room, but mine were not. Why, it took me two months before I could blink them when the light hurt my eyes, though I could follow a lighted lamp with my eyes nearly a month before. My skin was not sensitive to pain at first, so I shouldn't have minded a whipping much. Nurse stuck a pin into me (she didn't mean to do it), but I never cried.

I was taught to speak entirely by the phonic method, using words and sentences from the start. I don't believe I consciously heard a thing the first day of school, but I can remember the first sound I liked was that of the letter s. If I got cross, nurse would say "s-s-s-s-s," and it had just as good effect on me as a teacher's, "James, if you don't want a whipping, you had better keep more quiet." All I said the first week was "ah," but still I was not scolded. Boys are always encouraged to talk until they go to the town school; there we must abuse nature by keeping unnaturally still. Still, I learned to cry after several different fashions, and my teachers studied my wants so thoroughly that they soon learned to rightly interpret my wishes. If our after-teachers spent more time in studying boy-nature, I think it would be much better for us. Much care was also taken that I should not be too hot or too cold. In after years, when forty of us are crowded together in a cold room, I suppose I shall be scolded and kept in at recess when I try to warm my cold feet by rubbing them on the floor. Papa used to hold me, but he soon grew tired of that, and I was glad of it. His breath used to smell very bad on account of cigars and an occasional sip of liquor. I never did like teachers who put such stuff into their mouths. From three months old they kept trying to make me sit up straight, and I expect to be dinned at ever after by my teachers whenever I try to rest my body by a change of position. And they will never give me in later years half so good a seat as during my first year at school.

What did I study? Well, I studied physiology when I was eight or nine months old. Got acquainted with my toes and fingers by object-lessons, not by lessons from books. That folly comes later in life. I learned where my mouth was, too, and used to ex-

periment on different objects by seeing how they would taste. How else could I learn the chemistry of things? Natural sciences were my earliest studies, and when at five years old I shall be forced to drop them for eight or ten years, and study the way the others do, you can easily guess what a dull place school will become for me. I could tell quite a number of words and their meaning when I began to walk, which was about last December, I believe. I was just eleven months old, I know. I never did creep much, but tried to walk from the first. Got somewhat bow-legged by starting so soon, too. Many an older boy gets hurt by learning things before he gets strong enough for them. If I had been a South Sea Islander, I suppose I should have learned to swim, too; but our physical training is wofully neglected. In some ways I was even abused. I used to get so thirsty, and cry for water, but they didn't seem to know babies should have water at frequent intervals as well as older boys. They used to strap clothes around me too tight, so that I couldn't fill my lungs well. Papa wears suspenders, but babies don't need such things as that, he thinks. Then they used to feed me at irregular intervals, which was bad for my temper. Older boys get punished frequently, I hear, for eating when they are hungry, but I had to eat whenever I cried for a change of position or anything else. Then every girl that came near me had to pull me about and kiss me. Boys don't like to be kissed — when they are so young. When they are older they can stand more.

Then they 'most ruined my temper by giving way to me when I cried for things. I soon learned to cry for what I wanted until I got it. Papa used to say, "We will whip that out of him when he gets older," but he won't. People don't know that a child's disposition is generally made during the first two years, or they would be more careful with babies. Mother thought there never was such a baby as I, but I guess there are plenty others as good. They used to feed me nasty things when I got older — things with salt, and pepper, and mustard, and lots of other bad things. They would give me sups of tea and coffee — all rank poisons for babies, big or little. I expect I shall learn to like them by and by; and even that horrid pork may taste well when I stupefy my natural desires long enough. But when older people don't know what is

good for them, how should babies know? I must stop. There comes mamma; and though she has no doubt I know a great deal more than I have told you, I don't talk much when she is near. Give my sympathies to any babies you see after this, who are taking their first year of public school in this rough world of ours. I am going to cry, so she will take me. You don't know how to hold babies. Old bachelor school-teachers never do. "A-h!"—*Pacific School Journal.*

NOTES ON THE COMMON SCHOOLS.

BY PRES. E. C. HEWETT, ILL. STATE NORMAL UNIVERSITY.

Great light is often thrown upon troublesome questions when we go back to first thoughts and primary definitions, clear our mental vision respecting them, and then apply what is clear to the questions in hand. The student, stumbling and blundering over some of the operations in advanced algebra, may sometimes have his difficulties all removed and the work made clear and easy to him by a few judicious questions as to the exact meaning and force of the terms he is using.

Now, it seems to me that many of the questions concerning our common schools,—the work that should be attempted in them, and the results that it is fair to expect from them,— will be settled, if we will but understand clearly what is the force of the word *common*, as applied to schools. I fear that, to many minds, the word common in this connection has degenerated to the level of some other words of similar meaning, as the words vulgar, mean, ordinary, or "onery," as we sometimes hear it in the West. Of course, I need not say that thoughtful and intelligent men do not ally the word common, as applied to schools, with these words in their degraded senses. But do even such men always hold firmly enough to the true force of the word in this application?

What does this word mean here? It seems to me clear that the word means, or should mean, just this, "belonging to all equally." And this equal belonging has reference to two things:

First, these schools are common in that all the children of the community have perfectly equal rights to all their advantages. No

differences of race, color, station, birth, parentage, or property, must make any difference with the right of the child in this respect. If any child's right to the schools is impaired by any of these differences, then the school is not common so far as he is concerned. This was doubtless the belief of the founders of these schools, and this alone is the true idea, if they are what they are claimed to be; and, if they are to do for the youth of the land what it is said they ought to do.

Second, the schools are common in that the work to be done in them is, or should be, such as the common needs of all children demand,— such work, and such only, as is useful in developing the germ of true manhood or womanhood in the children with all that these terms imply,

Now, if these are correct views, what bearing have they upon some of the questions concerning our schools, which are discussed from time to time? If the schools are common in the first sense, how must they be supported? Evidently their expense, to the last cent, must be paid from the common purse,— from the revenues of the state or government. The smallest rate-bill imposed upon the pupil must of necessity work against the common right of those least able to meet the rate. If any discrimination, even the slightest, is made against any child on account of color, race, religion, birth, or standing in society, then the schools are no longer common in this sense. Grant the premises here — what American can deny them? — and a whole brood of troublesome questions is set at rest forever.

If the work of the school is common in the sense that it is to meet the common development of all children with respect to prospective maturity, then another group of questions, now quite prominent, is fully answered. Of course, holding this position, we must not admit into our course of study for common schools anything whose purpose is to prepare for trades or professions. Bain says, "the culture for a trade should not be set before a child beginning its education." All the talk about attaching shops or counting rooms to our common schools becomes folly. It is hard to see even why we should introduce sewing for the girls, much less baking and house-keeping generally. A special education, which is to prepare for an occupation in life, is very necessary, doubtless; and

I am not going to argue that it is not well to furnish it at public expense; but it is clear that it has no place in the curriculum of the *common* school.

Adherence to the principle just laid down, I am sure, would modify materially the work in some of our ordinary school studies. For instance, in the arithmetic taught to a common school, where is the place for banking, exchange, gauging, life insurance, assessment of taxes, and the like? These all pertain to special occupations; and perhaps, if we should drop them out, we might find room for a thorough mastering of the fundamental principles and operations of arithmetic. Futhermore, if we drop special work from arithmetic, and from other studies as well, we might find time to teach children how to use their senses, how to become acquainted with some of the fundamental truths of science, needed for the use and the development of all men.

Again, in this view of the case, we may see how worthless and unjust are some of the criticisms made upon the pupils leaving our public schools, as to what they are unable to do. Suppose they cannot do all the arithmetic work special to the merchant or the banker. They ought not to have spent their time on this. If they know thoroughly the fundamentals of the science, they can soon do the rest when the time comes to learn the trade of the merchant or the banker.

But does the high school belong to the common-school system,—is a high school a common school? Certainly, it aims to do the same thing as the lower schools, but to do it in another way, and on a higher plane. A recent writer says: "The prominent work of the high school is to develop manhood and womanhood. . . . The educational processes of the district school are pre-eminently objective, synthetic, inductive, and experimental; in the high school, the processes are subjective as well as objective, analytic as well as synthetic, deductive as well as inductive, philosophical as well as experimental." Difference in process, difference in the grade of work, in the plans of working, there may be, and should be; but the aim of the high school should be the same as that of the lower schools; and it should be common in the same senses. If the revenues of the people may be used for the common defense, for the common convenience in roads, etc., for the development of

the common wealth in forests, mines, etc., it is monstrous to say that it may not be used to develop, to the highest degree, what is worth more than any or all of these,— the latent manhood and womanhood it has in the rising generation.

What is the relation of the normal school to these principles? The normal school is professedly a technical school,— its aim is to give a special education. True, but the public, or state normal school does not give such an education for the sake of those who receive it. It gives it for the sake of the state, in order that it may accomplish the purpose for which the common school was established. Common schools will fail of their purpose unless supplied with efficient, trained teachers. The experience of this country, and of others, shows that such teachers in sufficient numbers are not forthcoming, unless the state provide for their preparation, and control the work of preparation. Hence, the normal school is necessary in order that the work of the common school may not be a failure; and the public normal school exists for the sake of the common school, and for that alone.— *Ill. School Journal.*

WHAT MAKES A GOOD SCHOOL?

A good course of study, a first-class school-house, a good series of text-books, fine apparatus, a free library, are all well; but not one of them is essential to a good school. The true teacher carries the school in his carpet-bag, and establishes it wherever he "sets up his Ebenezer," whether in the heart of cultured Boston, in the pine woods of Carolina, or the log cabin of the last new mining village of Arizona. If the schoolmaster is right, he can teach a good school without a school-house, under a tree, wherever he can catch the children. He does not require numbers, for, "where two or three are gathered in the name" of wisdom, there the Lord is present, as of old, teaching the little ones through his prophet the good schoolmaster. If books are wanting, he can make them with pen and paper, as young George Washington did, or with a bit of coal on a shingle or the side of a barn. Apparatus he may construct out of the odds and ends that litter any log cabin, enough to teach physics and the beginning of nature-knowledge. And if no library is at hand, he has in his hand that

mightiest school-book of Christendom, the Bible, which has lifted up whole nations into the light of liberty, culture, and a reverence for the laws of Almighty God. Louis Agassiz, John Dickinson, John Swett, Andrew Jackson Rickoff, set down in the swamps of Louisiana or perched on a pinnacle of the Sierra Nevada, could teach school with none of the helps and adjuncts accounted the very essentials of success by the disciples of the good old mechanical method of instruction. For this is the gospel of the day for the school-room — *that the teacher with a full mind and a consecrated spirit and true pedagogic tact is the soul of every school.*

Wherever he goes, all good things needful for his help are "added unto him." He can so inflame the souls of the little ones that they will wake up at his bidding and open their eyes upon the great world of nature and the grander world of human life, and learn how to study in the divine university what life may become to every awakened mind. He will conquer prejudice and break up the most stubborn soil of indifference, and fill the hearts even of ignorant parents with a longing for something better for their children. He will even baffle the average ward politician in the school board, or the most absurd ignoramus whom the people have set up to preside over the school interest of the county. And if *he* happens to be *she* — that most mysterious, subtle and unaccountable creature in the republic, a genuine American schoolmistress, God's last, best gift to this new world — she will teach school and bring out the children in spite of every botheration of powers ecclesiastical, political or infernal, and will build her paradise in the darkest corner of the national domain.

Now if the American people, outside certain favored centres of popular culture, are not rich or willing enough to build up the complete body of the national school fabric, they are not too poor, and perhaps not too stolid, to concentrate upon the soul of the matter. *The one gospel for the day is the fit training of the teacher.* There is no country on earth so rich in the finest material for the making of teachers as our own, in the young people that have come up, North and South, since the great war. There are good schools enough on the ground to train them for their work, provided they can be awakened to the duty of the hour. Every superior school, public or private, academical or collegiate, should at

once establish its department of didactics, with a thorough teacher for the best methods of instruction, in-charge. In a few years we can flood the land with an army of trained teachers, who will drive out the imbeciles and shams who now victimize so many people, and bring in a new reign of common sense, light and love into the people's school-room. Good things always come to the front in God's providence when most needed. In the hour of the people's dire necessity, the teacher, bearing the magic wand of the new education, appears as the messenger of the Most High. Let us not reject the prophet, lest a worse thing come upon us, and darkness cover the land and gross darkness the people.—*N. E. Ed. Journal.*

HYGIENE IN THE SCHOOL-ROOM.

BY A. M. BROWN.

It is not enough that the teacher knows his pupils are in school attending to their duties. He should know about their physical well-being. If they are uncomfortable in their positions, have wet feet or clothes, feel unwell, are too warm or too cold, they will tell you, if you have their confidence, and trust to your sense of right to rectify the error. He should explain to them the great liability to disease, and the conditions likely to produce it; should explain to them that the surface of their bodies is like a great sieve that sifts out the refuse matter, while that only is retained which nature needs to renew the wastes of the system, and increase the growth of the body.

He should tell them that the pores of the skin (the sieve) should be kept open to let out the refuse matter, and that each single pore has a function of its own, that the service of each one is necessary to a healthy condition of the body.

He should explain the meaning of the term perspiration, and also that this is nature's process for opening the pores; that there is an insensible perspiration continually going on in health; that it is an essential to health. Do not load the explanation down with difficult and unexplained terms, for that destroys the interest.

He should tell them that each pore, when in a healthy state, discharges a certain amount of refuse matter that is not needed, and

when these pores become clogged or closed, these impurities are thrown back into the blood, and carried into, instead of away from the system. It is estimated that there are five hundred pores in the size of a fish scale, and that 150 fish scales will cover a square inch; thus to every square inch of surface on our bodies, we have 150 times five hundred, or 75,000 pores.

He should tell them that healthy blood is necessary to form a healthy body, and from this blood is taken particles for the formation of the bones, muscles, flesh, nails, hair, teeth, etc.

He should tell them that in the breathing apparatus, the lungs, there are 174,000,000 cells, and the full power of each of these cells is necessary for perfect health; that taking cold is the sudden contraction and closing of the pores, which loads the blood with this effete or useless matter, and is carried to the weakest organ, and deposited there, a little at a time, till the whole system becomes deranged, which, if not restored to a normal or natural condition, causes disease, and if the patient is strong enough to withstand both the power of the disease and the doctor's medicine, he will get well.

They will be interested to know that the weight of the circulating blood is about twenty-eight pounds, and only three beats of the heart are necessary to send it through the system.

He should see to it that they have a proper position when standing in class, which can be done by folding the hands across the back, which expands the chest, and gives the lungs full play; that they should wear no part of the clothing so tight as to interfere with the full function of every organ.

This information should be given in little talks with the pupils at different times. You will be surprised at the great interest they will manifest, and the variety of questions they will ask.—*N. Y. School Journal.*

A TEACHER can hardly show worse stupidity than imposing upon a naughty pupil an extra lesson as a punishment. The learning of a lesson ought properly to be full of interest and enjoyment, and anything tending to make it a weariness is a mistake.

STRENGTH AND USES OF PAPER.

One of the most remarkable things about paper is its strength Take, for illustration, a bank note of the Bank of England. These notes are made by a peculiar process, which is known only to the English mints. The process is such as to make the linen fibre into the paper without destroying any of its strength. You can take a five-pound note of the Bank of England and twist it in your fingers into a kind of rope, and you can then suspend three hundred and twenty-nine pounds upon one end of it and not injure it in the slightest. Here is another article — a small kitchen or house truck on wheels, used for wheeling loads around the house. The sides and bottom of this are very thin, and made of finely compressed paper, and is capable of bearing a weight of five tons. Bath-tubs and pots are made in the same manner, by compressing the paper made out of linen fibres and annealed — that is, painted over with a composition which becomes part of the paper and is fire-proof. The tubs will last forever, and never leak, or you can put them in the fire and they will not burn up. It is almost impossible to break them, as you can beat on them with a hammer and not injure them in the least. A bust of President Garfield has been made of paper, and pressed over a mould and made very solid. In making such articles as these it requires but very little pressure. Plates are made of paper, compressed and annealed, and are also very durable; you can wash them and not injure them in the slightest, or drop them on the floor and stand on them. Paper plates are cheaper and much handsomer than china ones, and will come into use. Knives and forks are made in the same manner as the others, by compressing the paper. The fork can be used for any practical purpose, and is as good as a steel one, and the knife will last forever, and can always be kept sharp.

Another great use to which paper can be applied is to substitute it for any kind of wood. It is a growing complaint in this country that black walnut is getting very scarce, and furniture manufacturers are talking of substituting cherry and other woods for it. Picture frames made of paper and colored like walnut are so perfect that no one could detect them without cutting them. The paper makes a much harder and better piece of furniture than wood it-

self. A bedstead made of paper looks beautiful, and is everlasting. It is made in the same manner as the car wheels, only they are made out of long strips of paper instead of paper rings. Another very valuable article which can be made out of paper is a cooking or heating stove. These paper stoves are annealed, and it is impossible to burn them out, and they are much cheaper than iron. You can make a house out of paper, and one that will last forever, furnish it finely with paper furniture, make all the dishes, stoves, knives and forks, and all other articles in the house out of paper. A building like any of the great city printing offices, could be erected out of paper, only it would be much more durable. Another thing which can be made out of paper is a complete steam engine, which would do all the duties of a metal one and last longer. The fact of the matter is that there is not an article that cannot be made, and splendidly made, out of paper. The time it takes to transform a linen fibre into a fine car wheel or other article is twenty-nine hours. It will take some little time longer to make paper shoes and clothes.—*Teacher.*

HOW TO USE TEACHERS' ASSOCIATIONS AND INSTITUTES.

1. Take a note book and pencil with you to the association.
2. Make a careful study of your deficiencies as a teacher, and write down the supposed remedy for your admitted defects.
3. Go early to the association and remain until its close.
4. Be punctual at each and every exercise of the association.
5. Give close attention to the exercises.
6. Make a mental comparison of each speaker's matter and method, with your own idea of what should be said, and how it should be said.
7. Behave as you think the other members should behave.
8. Behave as you desire your own pupils to behave in school.
9. At the proper time ask questions upon those topics about which you desire to know more.
10. Pay special attention to those exercises which relate to your admitted defects.

11. Be willing to do anything requested by the instructors to aid in making a good association.

12. Use your note book freely and judiciously.

13. Enter into such questions and topics as you desire to examine more fully.

14. Seek to learn how to use your opportunities to better advantage.

15. Strive to learn how to get your pupils to study more.

16. Endeavor to learn how to get your pupils to study in a better manner.

17. Talk freely and frankly with other teachers during recesses.

18. Review the more important exercises during the session.

19. Write out at length such suggestions as you decide to adopt.

20. At the close of the association make and write out an estimate of the value of the whole session to you, and the influence it will have upon your teaching.

21. Remember that you are personally responsible, to some extent, for a good association.

22. Remember that the amount of good you receive from the association will depend largely upon yourself.—*Teachers' Companion.*

GRADUATION IN OUR COMMON SCHOOLS.

It was our pleasure to spend a week in Clarion county together with its laborious superintendent, A. J. Davis, visiting and examining the schools under his jurisdiction. By previous appointment, at given localities, pupils were gathered together from surrounding districts, who were prepared and willing to stand an examination in the common elementary branches, with the prospect of receiving a diploma of graduation, giving their grade of proficiency in the various studies. Several teachers and directors were also present, and gave their valuable assistance. After each examination, occupying the whole day, there were evening exercises and an address. Much interest was manifested and much benefit gained.

Among the objects had in view were these: To help the pupils to an intelligent advance in their studies; to save them from go-

over and over again the same routine, without any attempt to fix their state of proficiency in any given branch; and to direct, as far as possible, their future methods of reading and study.

The successful candidates were allowed the privilege of competing for seals to be attached to their diplomas when, at a future time, they pass a successful examination in a prescribed course of reading and study beyond the usual elementary branches.

It is to be hoped that such efforts as these will succeed. An immense advantage will be gained, if by any means, we can stimulate the children of the commonwealth to habits of reading and study in the way of self-advancement. A thousand hours of leisure from direct school work are wasted by the young, because their intellectual culture, outside of the school room and course, is entirely *aimless.* Not knowing what to read or to study, they drift into idleness and indifference, or into such reading and thinking as cultivate discontent and vicious habits.

Our county superintendents, we are convinced, can do very much in this direction. It is in their power to elevate and dignify the social life of our communities, by guiding and stimulating the young to such habits of self-culture as a high Christian civilization demands. We bid them God-speed in such noble work.—*Penn. School Journal.*

THE motive for study is worth something to the young student. Too many are under the impression that they study to secure, primarily, a good standing. If they gain mental growth and discipline in the process of getting good marks, this is all very well; but mental growth and discipline are not what they study for. It should be the duty of teachers to dispel this very mistaken idea of the object of study. Too often they encourage rather than destroy this imperfect conception of school education, because its tendency is no doubt to improve recitations. Now, no teacher can help desiring that all recitations shall appear to advantage, but he should look beyond the merely temporary effect of a good recitation, and see whether its ultimate result, that of developing and strengthening the pupil's best powers, is really carried out. Often pupils who have earned an excellent standing in school have been found to have very poorly furnished minds in later life. The fact is,

studying for standing never can make a scholar. It draws the mental efforts into a narrow groove, and feeds an ambition so contracted that it never can make a good student. The energetic teacher, the conscientious teacher, should labor to inspire his pupils with an ambition whose limits are by no means bounded by the marks for the day's recitations, or by the record of monthly reports. —*Present Age*,

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SOME idea of the size of the match trade may be gained by a glance at the figures paid for stamps. The government exacts a revenue of one cent per 100 on matches manufactured. During the year ending May, 1881, one company paid for stamps $4,500,000. This year the amount paid will be increased $50,000. There are 200 matches in a box. The tax is two cents; they are sold to the grocer for three cents and retail at five.

Four million five hundred thousand dollars represent 450,000,000 one-cent stamps. As each stamp represents 100 matches, the grand total manufactured is 45,500,000,000 matches, or 277,500,000 five-cent boxes.

EDITORIAL.

WE notice by our exchanges, that the school census taken the present year is revealing to many localities the fact that the supposed ample facilities for all children of school age to obtain a common school education, exist only in imagination. Not a few have been surprised to find, not only that a large number of children are not attending school, but that if they were disposed to attend there is absolutely no provision for accommodating them in existing school houses, or by the instructional force engaged.

That this state of things should be found in large cities, where the increase in population is rapid, and where the demands for expenditures are great in every direction, in opening streets, erecting public buildings, providing supplies of light and water, and looking after the cleanliness and safety of the public, is not surprising. But to find that such facts exist in some of the smaller cities and villages, where every part of the population is known to every other part, and where thrift and public spirit and intelligence prevail, is indeed a revelation.

Great complaint is often make because the law authorizes or requires the careful collection of statistics relating to what are termed "private affairs;"

but the safety of any community largely depends upon these statistics being frequently gathered and compared. If the facts and figures can only be brought together, there need be no fear but that somebody will so arrange them as to throw a flood of light upon the conditions of society, and cause them to become instructive, if not flattering and entertaining.

One of the best reports we have seen was made by Dr. H. Warne, Clerk of District No. 1, of the village of Whitewater, to the electors at the recently held annual meeting. As is well known, this is a community ranking high in thrift, intelligence and public spirit,—one which poured out money liberally to secure the location of a Normal school, and which has always sustained and patronized it with unwavering generosity. Surely if this community has overlooked the necessity, imposed by law, by loyalty to public welfare, and by local pride, to care for and provide for the education of all the school population, it is fair to presume that they are not "sinners above all others that dwell in" the State of Wisconsin.

Here is an extract from the report alluded to:

By the school census just taken we find in our district 1,189 children of school age, showing an increase of 57 over the previous enumeration. Of that number we have 578 boys and 611 girls. We also find in our school district 56 boys and 34 girls, making 90 children in all, between the ages of 7 and 15 years that have not attended any school during the past year, it being an age when the law says they must be in school at least three months during each year. Such being the case, with 90 children in the district out of school all the year, with only a seating capacity in our primary rooms for 250 pupils, with a weekly enrollment for months together of not less than 250 primary scholars and more waiting all the time for seats, we feel justified in asking this meeting to take some action in order that the board may have means sufficient to furnish accommodations for all that should be in school, thereby placing the board in a position where they can say to all parents that they must send their children to school — at least to the extent that is required by law. When we see in our district almost 1,200 children of school age, and not accommodations enough for one-half that number, and with a law that says they must be in school for a certain amount of time each year, it would seem as if we were morally bound to furnish, in some way, more accommodations for the education of children growing up in our midst in ignorance and idleness.

The result of the discussion which followed the reading of the report, was the appointment of a committee, consisting of the school board, Profs. Albert Salisbury and L. L. Clark, and C. M. Sykes, to report to an adjourned meeting and an adjournment for one week, to meet at same place to hear report of committee and consider the matter of making some provisions for additional school accommodations.

Platteville is another place moving in the matter, and agitating the enlargement of one school building, and organizing a high school. We could mention other places, but we speak of these as notable instances, where a little neglect for a short time has resulted in gathered momentum in a wrong direction calling for immediate and vigorous efforts in resistance. We shall doubtless hear of many similar instances, and it will be well if everywhere careful attention is given to the facts brought to light by the school census.

COMMENCEMENTS are over for another year. High schools and graded schools have held their closing exercises. The great and protracted preparations have culminated in the greater but briefer event of the half day or evening, wherein the public have gathered in crowded audiences to listen to orations, essays, music, and the last words of trustees, officers and teachers For a large number of young people, these closing exercises mark the closing of school life. They have come to the threshold of another and very different life — a life of actual contact with the real world of men and things and business concerning which they have been studying during school days. As these look about for a place and an opportunity for beginning work, a sense of strangeness, and a shrinking from the shock of actual contact with the incidents of personal competition, no doubt comes to many with great force. It has been customary, no doubt, during these closing exercises of the schools, to give much good advice to graduates; and this is well and fitting. The time and the circumstances are adapted to vivify and deepen the impressions made upon these occasions. Perhaps nothing is oftener urged upon the attention, than the necessity and value of a worthy motive and definite plan in life. So often and so strongly are these urged, that it would almost seem to be the prevailing opinion that these were of the greatest importance, not only, but generally weak, or lacking altogether in young people finishing their school course.

Now that the show part of this business is over, would it not be a good plan for all of us,— not teachers only, but parents, friends, citizens,— to do a little practical, helpful work with these young people, by personally inquiring into their plans, and proffering the aid which experience and observation qualifies us to give. We are persuaded that comparatively few complete the courses of study, or for a considerable length of time come under the conscious and unconscious influences of our secondary, higher and professional, schools, without forming some worthy plan for after life. If they fail, or fail to carry out their purposes, the trouble lies largely in the obstacles encountered, which alone, or undirected, they were unable to overcome. A little practical help, or it may be even encouragement and expression of interest perhaps is all that may be needed, but is indispensable to tide them over the critical point where perseverance and discouragement meet and contend for the mastery in the purposes of the soul.

While waiting for a train a few weeks since, at a railway station, and walking up and down the platform, we noticed a young person standing by whose countenance looked familiar, but whom we did not recognize. After a few moments, she spoke, and apologetically asked leave to inquire concerning the comparative advantages of certain schools, in several particulars. After giving the information, and having recognized the young lady as a former acquaintance, we expressed a little surprise at the nature of her inquiries, and ventured the opinion that there was something back of her inquiries which she had not revealed. Thus encouraged, she stated that she had been holding

steadily to a course of life, impelled by a motive and guided by a plan imbibed and formed years ago. Her plan still involved preparation for a vocation and labor in that vocation to obtain means to enter upon the ultimate course marked out. The end was a great way off yet, but not so far away as when determined upon as a worthy goal, not only, but as *the* one for which she would strive. We think this is a typical case.

When the list of heroes is completed, not a few will be found among the ranks of those who go out from academic halls from year to year, amidst the cheers and music and decorations and good advice incident to such occasions. Let us not forget to supplement these attentions with further practical interest and helpfulness while they are getting firmly planted in position to do strong and good work in the line of their purposes, and thus reimburse the state for the expenses of their education.

THE catalogues of the Normal Schools at Platteville, Whitewater and River Falls are published. From these we learn that the total enrollment at Platteville during the year has been 444, to wit: Normal department, 243; Model department. 201. At Whitewater the total enrollment has been 456, to wit: Normal department, 302; academic and grammar department, 58; model depa;tment, 96. Five states and twenty-three counties of Wisconsin are represented in the enrollment. At River Falls the total enrollment has been 402, to wit: Normal department, 180; preparatory department, 69; model department, 134. Twenty-two counties were represented in the enrollment of the normal and preparatory departments of the latter school.

At Platteville this year seven completed the advanced course, and thirteen the elementary course. At Whitewater, fourteen completed the advanced, and twenty-three the elementary course. At Oshkosh, six completed the advanced, and thirteen the elementary course. At River Falls, four completed the advanced, and twelve the elementary course.

THE exercises at the recent commencement exercises of the State University were largely attended, and are reported by those attending as excellent in character and interest. Ninety-one graduated from the several courses, including the law course.

There were seventeen orations, and the Lewis prize for the best oration was awarded to David F. Simpson, of Waupun, and it seems to have been the opinion of the audience that he fairly won the honor. The oration showed conciseness of expression, and a great degree of elocutionary proficiency was manifest in the delivery. The committe to award the Lewis prize consisted of Charles N. Gregory, Esq., Hon. L. W. Colby, and Mrs. Jennie Field Bashford. We shall endeavor to find room for this oration hereafter. We publish one upon a Professorship of Books in this number of the JOURNAL.

How to Talk, or Primary Lessons in the English Language. This is another of the series of books that have been born of the prevailing conviction that we do not teach the correct *use* of language, by instruction in grammar. The author has introduced a great profusion of suggestive illustrations. These are made the subjects of conversation and composition. They are so arranged as gradually to lead to the correct use of those forms of words apt to be misapplied, the first effort being to help the pupil in learning the different forms of the principal parts of speech, and the reason of the changes in form. Price, 42 cents. Address Francis Belden, 153 Wabash avenue, Chicago. Cowperthwait & Co., publishers.

As is well known doubtless to most of our readers, an effort is being made to secure funds through dollar subscriptions to purchase the plat of ground sloping down from Mr. Longfellow's residence to the Charles river, and erect thereon a suitable monument as a tribute of respect and affection for the deceased poet. We will forward any subscriptions that donors may feel disposed to entrust to our care, or they may be sent directly, which is the better way, to John Bartlett, Treasurer of Longfellow Memorial Association, P. O. box, 1590, Boston, Mass.

Jno. J. Roche, Esq., and Miss Ella C. Aspinwall were united in marriage, at the home of the bride in Lodi, June 14. Both parties graduated in the class of '73, at the Platteville Normal School. Miss Aspinwall has been a very successful teacher, and latterly for some years has been principal of the grammar grade in the model department of the Platteville Normal School. Mr. Roche, after teaching for awhile, engaged in banking at Neligh, Neb., where the parties have now gone to reside. Health, happiness and prosperity we trust will follow them.

We have received the first, second and third of the Modern School Readers, a series issued by Sheldon & Co., of New York and Chicago. The publishers seem determined to equal or excel all efforts in book making of this kind, in mechanical execution generally, and in the fineness and fitness of the illustrations. They are *modern* in that they embrace the very latest and best methods of presentation and development, and are worthy of careful examination. Their Chicago address is 369 Wabash avenue.

Miss Mary V. Vilas, who graduated in the advanced course of the Normal school at Whitewater this year, has not missed a roll call or an exercise during the four years that she has attended the institution. It is a record hard to beat, and especially so when made by one whose health is not of the robust kind. We understand Miss Vilas takes the position of assistant in the high school at Brodhead next year, and we congratulate the people of that place in their choice.

WE acknowledge a pleasant call from Mrs. Carpenter, county superintendent of Winnebago county, Ill., who spent a day in Madison recently. Mrs. C. has occupied the position she now holds for three terms of three years each, and is a candidate for re-election. She tells us that when she wants a first class institute conductor, she slips across the line into Wisconsin for a supply. We have known of her doing this more than once.

THE article in the June number of the JOURNAL credited to the *Mineral Point Tribune* should have been credited to the *Iowa County Democrat*. Prof. Terry, of Mineral Point, conducts the educational column of the latter paper creditably to himself, and it is an interesting feature of the paper.

NOTES.

J. F. THOMAS, who has just graduated from the State University at Madison, has been engaged as principal of the Reedsburg school.

MR. WILLIE CAMP, of Waukesha, passed the examination, and has been admitted to the military school at West Point. Of 140 applicants examined at the same time, 40 were rejected.

THE predictions that many school districts would fail to hold annual meetings on Monday last, have not been verified. There is probably not a district n the county which did not act in compliance with the law.—*Manitowoc Pilot.*

THE firm of Ivison, Blakeman, Taylor & Co., in the person of Mr. John Ellis and his assistants, has changed its location from State street to 149 Wabash avenue, Chicago. The new quarters are fully as pleasant as the old ones, if not more so, and the same stock will be kept on hand.

THE east side loses two excellent teachers after this year: Miss Alma Hempel, after seven years continuous service in one department, finds the need of rest imperative and so has offered her resignation. Miss Mary Kinney has also resigned and goes this week to join her family at their new home at Bijou Hills, Dakota. It will be difficult to supply the place of those two teachers.—*Whitewater Register.*

PORT WASHINGTON decided at the annual school meeting to organize under the "Free High School" law of the state and will thus get aid from the state in maintaining their school. There are many excellent features in the free high school system besides the state aid, and it would be well for the people of this district to examine the matter. The school can be made more efficient and thorough. The system words well wherever it is introduced.—*West Bend Times.*

WILLISTON Seminary is enriched to the amount of $200,000, and Amherst College $100,000, by the sale of the Williston Mills at Easthampton, Mass.

TEXAS has sixteen normal institutes this summer, and the legislature has appropriated $4,000 to cover the expenses. The cause of education in the Lone Star State is upward and progressive.

MR. W. S. LADD, a banker in Portland, Oregon, has given the state $20,000 for the erection of a reform school, and will pay all the expenses of maintaining it.

"IT is an ill wind that blows nobody good." The Cleveland Board of Education refused to employ Professor A. J. Rickoff. The Yonkers Board of Education, saw the rare opportunity and at once offered him the charge of the schools of Yonkers, at a salary of $4,300. We congratulate the City of Yonkers.

THE oldest deed in America is said to be in the possession of Major Leland, of this city. It was written eighteen years after the discovery of the New World by Columbus. This document is a conveyance of Fisher's Island, near the mouth of the Sound, from certain Indian chiefs to the celebrated navigator, John Cabot, whose signature it bears.

THE Vermont *Watchman* calls attention to the inferiority of schools in that State, compared with the schools in the western States. It advises any man with a family of children to go to Michigan, where the school system is throbbing with vitality. In reply to the excuse of Vermont farmers, that we are in debt and can not stand increased taxation, the *Watchman* says: "*A good education for our children is the straightest way out of debt.*"

PROFESSOR O. V. TOUSLEY, recently appointed as consul to Trieste, has been re-elected superintendent of public schools in Minneapolis, and granted a leave of absence for one year without pay. The duties of the superintendent will be performed by Professor H. L. Moore, the recently elected assistant superintendent, at a salary of $1,500. Professor Moore is principal of Washington School, Minneapolis.—The teachers of the Minneapolis schools have asked for, and have received, a little more than 9 per cent. increase in salaries.

Another young lady of sixteen was prohibited by a school board because she wore her hair fringed on her forehead. There would be a great many vacant seats in American schools if a similar rule were adopted in this country. We are almost afraid to think of the number of teachers who would have to resign if Cornish rigidity should be introduced into America. British liberty is a great blessing. What is the use of a constitution, if it cannot prevent the introduction of curl papers and fringes into schools.—*Canada School Journal.*

A VERY good plan is adopted in some places to secure the reading of useful books by pupils. A blank book is kept in each class in which a page is allotted to each pupil, and a record is entered by the pupils themselves monthly of the books they have read during the month, with the names of the authors. This leads to systematic reading by the pupils, and gives the teacher an opportunity to direct them in forming their reading tastes. Teachers have no other way in which they can more effectively influence the characters of their pupils in a right direction. Try the experiment.

OUR exchanges are never weary of making allusions to the fabulous educational resources of Texas. We rejoice in the progress and wonderful possibilities of our sister State. It almost staggers us to think of her 45,000,000 acres of school lands, her ceaseless stream of immigrants, her lengthening lines of railroads, and her cities that are almost miraculous in the rapidity of their growth. If her school system were thoroughly overhauled and reconstructed, and brought into harmony with the modernized and well symmetrized system of some of the States that lead in free school work, there is no telling what strides she would make in the race of progress.

THE Bureau of Education has rendered the cause of physiological education a grand service by publishing Circular of Information No. 6, on the "Effects of Student Life upon the Eyesight," by A. W. Calhoun, M. D., professor of diseases of the eye, ear and throat, in the Atlanta Medical College. Superintendents and teachers should send to Commissioner John Eaton, Bureau of Education, for this valuable instructor on a subject of the highest importance to the pupils under their charge. Teachers and school boards all need light on this matter. Young eyes are being strained almost to blindness every day for want of proper light, pure air, and other essentials of wise school management.

The friends of popular education are working faithfully to dispense with all clumsy machinery, and reduce friction to the lowest point. Normal Schools and Normal Institutes are doing a good work in training teachers, but in Texas, as well as most of the southern States, the people need information and stimulation. Work must be done back of legislatures and all formal efforts at teacher-training. Every town and village should be visited by an educational missionary, and warmed and energized by his enthusiastic utterances. The people not only need facts and figures to scatter heresies and batter down ignorant opposition, but they need "thoughts that breathe and words that burn."—*Arkansas School Journal.*

THE New World has little trouble with fashions or class distinctions of any kind. In an American city it is possible to see barefoot boys going to the same school with children who are driven in luxurious carriages and attended by liveried footmen. The notions of some school boards in "Merrie" England are more strict in regard to customs, dress, etc. Even the apparently

unimportant question of the method of wearing the hair has recently led to the rejection of pupils by at least two school boards, and in one case to litigation and the punishment of a refractory and determined parent, who threatened the complete overthrow of the school system in his district by sending his daughter to school with her hair in curl papers. She was refused admission, and her father was actually fined by an intelligent (?) magistrate because she was not at school.

It seems that the Vassars are not yet through charitable giving. John Guy Vassar, nephew of the founder of Vassar College, will give the college $50,000 for a specific purpose providing a like sum can be raised from other sources. He and his brother will also build at Poughkeepsie a home for aged men at a cost of $75,000, and will soon begin a hospital which will cost $300,000. He will also build another public institution at a cost of $30,000 for scientific purposes. Thus the Vassars are rapidly adding to the charitable and educational institutions of our country. When Mathew Vassar founded the female college which bears his name he probably little thought of the far-reaching influence that act would have upon the entire Vassar family One by one they have come to the front as public benefactors and generous philanthropists, until their names are an honor to the country.

The danger now seems imminent that the bills for National Aid to Education, in Congress, will fail, from inability to get a hearing before the summer adjournment. No measure becomes a law at the Capital that is not forced upon the Fathers at the point of the bayonet; either by a lobby as insatiable as the grave, or by a high wind of popular excitement that will not let the honorable member sleep in his bed. So far, the American people are not aware of the most alarming feature in the civilization of the Republic,—the terrible ignorance of one-third the inhabitants of this Union,—either spread over the rural districts, as in the South and in the territories, or massed in great cities, as in the North. But the breeze is rising; and in this, as in other times of peril, there is hope that the American people will finally wake up in earnest, and begin the long and toilsome journey uphill toward light and freedom and safety.

The agitation for free elementary schooling is beginning in England where strangely enough, the worn-out system of rate bills and fees still encumbers public instruction. There, as still in some parts of America, are found plenty of "gentlemen of property and standing," who are ridden by night-mare that the "common people" will be demoralized by the gift of free elementary education. One would think that, considering the vigorous constitutional stamina of the British royal family, nobility, bishops of the establishment, and pensioners of high and low degree in the endurance of "State aid," the pittance that would relieve the operative and the day laborer from the burden of schooling his children might be ventured without apprehension. It is

wonderful how sensitive a lord or a dean, in the upper story of an imperial government, can be with respect to the dangers that threaten a poor fellow down in the basement, from a little public lift upward toward the light!

CENTRAL IOWA was the scene of a terribly destructive tornado on Saturday evening. It swept a path of desolation through the country from a point near Des Moines eastward, varying from forty feet to half a mile in width, for a distance of fifteen miles. The worst suffering community is Grinnell, where 143 houses and the buildings of Iowa College were demolished, forty-one persons killed, many injured, some of whom will die. At Malcolm eight lives were reported lost, and many at Dresden and other points. The extent of the disaster to farmers and railroads must be very serious. A similar storm struck eastern Kansas and Western Missouri on Friday night, doing great damage and attended with some loss of life, the saddest of which was the death of four young lady students of St. Mary's Academy, near Leavenworth, who were crushed by the falling of a portion of the school building. At Kansas City the extent of the losses is estimated at $150,000, and at Leavenworth $200,000. The total loss of property in Iowa is estimated at over a million of dollars, and the total loss of life at over 100.

THE following is the shortest and most accurate method of computing interest known, and it is worth preserving. Multiply the principal by number of days, and divide:

If at 5 per cent., by 7200.
If at 6 per cent., by 6000.
If at 7 per cent., by 5143.
If at 8 per cent., by 4500.
If at 9 per cent., by 4000.
If at 10 per cent., by 3600.
If at 11 per cent., by 3273.
If at 12 per cent., by 3000.
If at 13 per cent., by 2760.
If at 14 per cent., by 2571.
If at 15 per cent., by 2400.

ACCORDING to a recent report of the French minister of public instruction to the president of the Republic, the total amount spent in France since June 1st, 1878, for new school buildings and the improvement of old ones is 207,830,969 francs. Of this amount the state contributed 74,457,806 francs, the departments 6,961,736 francs, the communes 126,411,427 francs; total 207,830,969 francs, or say $41,566,194. The obligatory education law will require the erection of new schools in almost every department of France. An additional sum of $25,000,000 will hardly suffice to accommodate all children of school age.

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PHYSICAL EDUCATION.

Read at the meeting of the Wisconsin Teachers' Association, Janesville, July 6, 1882.

BY W. E. ANDERSON, MILWAUKEE.

What have we schoolmasters to do with physical education? "Obviously much," say some. Why? First, because the highest product of the educator's art is only obtained when physical excellence combines with intellectual power and moral worth. Second, because bodily health and development are the natural and indispensable conditions to solid and enduring mental acquirements.

Alexander Bain, in his "Education as a Science," disposes of the whole subject by simply saying that the discussion does not help us in educational matters, . . . that bodily health and vigor is a leading postulate in mental training.

Herbert Spencer gives the question a full and interesting chapter, but he does not consign the important task he describes to the teacher. His valuable hints concern alike preachers, pedagogues and parents.

William Matthews, in an essay on Physical Culture in his "Hints on Success in Life," pays glowing tributes to the qualities of physical endurance, stamina and vigor, and presents a host of witnesses from biography and history to show how largely success depends on a superior physique. He does not even attempt a definition of

the *culture* he seems to worship; much less does he show how it may be attained. Felix L. Oswald has recently done the matter more justice. He has shown us the breadth of the art, if there really is any such art in existence. But he drops no hint as to whose business it becomes as a subject of public weal. It is scarcely an assumption on the part of the teacher, however, to feel a greater concern and responsibility in the affair than that due from ministers or parents. *He* finds in it a very serious restriction to his legitimate work; he is also beginning to realize that though he deals with mental products, these products have a physical basis in the nervous system. Then again, he is moved by a generally accepted opinion that society, and thereby the state, is suffering gravely from decadence of bodily vigor, especially among the people of towns and cities.

Let us grant the expediency of the state's assuming the duty of attending actively to the physical culture of its citizens. Grant also that such duty is relegated to public school teachers. *Now, what is the task we have to perform, and how shall we perform it?* We will begin with a definition. It is easily found. "Physical education or culture is the rearing of a healthy human being by all the arts and devices of nursing, feeding, clothing, exercise, and general regimen."

This is not too wide a statement. It does not premise that a healthy human being needs to be an athlete. To get at a broader comprehension of our undertaking, and so that we may measure our task and not

> "Lift our weight before we're well aware
> What load our shoulders will or will not bear,"

let us take its dimensions.

A human being inherits much of the forms and peculiarities of his parents. His organism yields, first of all, to the stamp of heredity. As he advances in years a grim and uncompromising array of ancestral traits furnishes the points through which is projected the line bounding his physical possibilities. However far this descriptive line may deviate from the ancestral pattern, still it must return to pass the points which mark his race and his family. This fact indicates one great limitation of the art in question.

What is the next limitation? It consists of that elaborate intermixture of habits, practices, expedients and customs which, combined, produce upon the individual the effects ascribed to the family, the society, and the age. We cannot ignore these influences.

Experience in the management of any large public school will teach the painful lesson that these forces often flow in currents too powerful to be resisted by the best systems and the highest art of mental training. If this be true in a field of culture where the educator's proper work is at its best, occupying some hours out of each twenty-four, it becomes us to assume with modesty a kind of culture for which we are accorded little time, and against which are all the odds just named.

So far, then, as sleep, air, food, dress, and general regimen are concerned, the schoolmaster's influence in physical culture may justly be set down as an essentially weak element.

But it is said that present systems of education have pushed training of the mind to inordinate excess; have undone by overdoing; have broken the column by the weight of the entablature, and have sinned grievously and blindly against the laws of healthy development. It is urged that we desist from our highly wrought efforts and overstrained attempts to furnish the brain of the child, and that we attend more wisely to his neglected and deficient physique.

Not a few balance in importance the physical culture of the gymnasium with the education of the school room. Says Dio Lewis: "Why leave physical development to the accidents of home, street, field, and play-ground? Is it not as reasonable to leave mental culture to the accidents of newspapers, lectures, churches, etc.?" He says this in pleading ostensibly for the gymnasium.

As his questions represent precisely the case as argued by all professional trainers, they deserve notice. A little consideration will negative their position and reveal their misconceptions. There is little or no analogy between the education of the gymnasium and that of the class room. The highest results of the one consist in *health,* muscle, form, bodily control and endurance. A week's fever, a debauch, a change of climate, a few month's respite of the trainer's exercise, a fault in diet, may strip the possessor of these

vaunted physical attainments. There is no comparison between the permanent residues left after brain culture and the evanescent products of limb culture. Muscle cells perish quickly. The physical basis of thought is enduring. Muscular developments decline, not in the order and time of acquisition, but at a rate tenfold faster. Observation proves that the nervous residues of all training are infinitely more permanent than plumpness of limb or strength of sinew. Six months' or a year's rest will mellow and ripen the fruits of hard study or laborious investigation. The same length of time passed without the proper exercise puts the gymnast back almost where he began. His skill may not be much impaired, for that is based in the nerves, but his brawn will be softened or will have quite disappeared. If he should happen to be employed at some bench work, perhaps his form begins to yield and his shoulders to curve. Having endeavored to get at the scope of what may be included in any art of physical education, properly so called, it may now be found profitable to repeat the question, What can the schoolmaster do? *Obviously, not so much.* He may do something. Some things he must and ought to do. What are they? As regards nursing, feeding, clothing and general regimen, he may attempt them by teaching the precepts of good living. As regards actual and systematic culture, he is limited to the field of bodily exercise and recreation.

Let us examine this field and ascertain what products may be expected from its cultivation and what fruit has been gathered from its tillage. Dio Lewis may surely be trusted to accord it a full value. Here is his estimate of its worth:

"Physical culture and a gymnasium mean to some people the same thing." The latter occupies the following place in a system of true physical culture:

1. Pure air, day and night.
2. Bright sunlight in school-room, bed-room, and two or three hours a day outside.
3. Bed at nine o'clock.
4. Plenty of food eaten at the right time and in proper quantities.
5. Healthful dress, as to *fit* and material.

6. Gymnastics.

7. One or two hours daily pleasant social life."

If the above authority claim no greater place for gynastics than that just quoted, what are we to expect from ordinary school exercises, commonly designated *calisthenics.*

What is the good of calisthenics in the public schools? A majority of the class teachers in one city in this state believe it is a humbug. Many of them so express their opinion, and not a few enforce it by rich variety of superlative adjectives. They have, perhaps, read their experience wrong. The art has been well taught, thoroughly practiced, and supervised by one who has few if any superiors in his profession. If calisthenics is no good, surely it cannot be said that we have no good calisthenics. We have probably had the best in the world—that is, the best that could be put into school-rooms, with their narrow isles, crowded seating and little opportunity for variety in movement. Said the advocates for its introduction, "it should he embodied in the daily school work." They urged its adoption by all that is usually pleaded in behalf of *physical culture.* Much well turned phraseology about strength, grace, ease, development and the like was amply spread upon the credentials which instated calisthenics. By a singular use of synechdoche, it was regarded *per se* as a system of physical education. The following statement of the case very fairly exhibits its pretensions: Of the twenty-four hours, a child sleeps more than a third; he eats what food he can get or his parents provide; amuses himself as his associates teach him or inclination leads, or mayhap drudges at the chores and errands; dresses according to the family purse and notions; indulges in late evening parties or dreams his life away in the perusal of fiction furnished by the public library; in short, obeys or disobeys a hundred rules a day for the promotion of health and strength. But, thanks to human ingenuity, he gets absolution and redemption in the daily allotted fifteen or twenty minutes' arm exercise.

We have been pretending too much. We have expected a big thing for a little cost, and we feel the usual disappointment in such purchases. Our school children are not a whit more robust, there is no abatement in the number of pallid faces, stooping shoulders, and imperfectly developed forms. The girls still prefer to saunter

slowly about at recess, with elbows glued to their waists, preserving, save a little swinging movement, a calm, sedate and stylish immobility of the upper part of the trunk and the contained vital organs. There are just as many early withdrawals from school by advice of the family physician. Calisthenics does not cope with such ills to any perceptible advantage.

Then what *is* its use. Still it is reiterated it is useful in promoting physical culture. Why does it seemingly fail in school? Because *time* is too limited. Because the place is ill adapted for its various exercises. Because it is not meted out to the individual needs, but is prescribed in unvarying doses (like Mrs. Squeer's treacle) to weak girls and robust boys, big and little; all must participate equally. Because it has become, in the hands of teachers and pupils, an end. Because the merit of its practice has been measured by false standards — simultaneousness, uniformity, precision, concert, silence, seriousness, attention, promptitude,— the ideas of the drill sergeant.

Still, calisthenics *is* a means of development. All it needs is adaptation to the individual, practice at the proper time of day, sufficient exercise to reach or nearly touch the individual's extreme effort, proper intervals of rest and repetition after new nourishment. These conditions are quite ignored by the usual methods of school exercise. And yet it is an interesting sight to see a hundred children engaged in the rythmic movements of a well-learned exercise; stamping, thrusting, bending, jerking, all in time, each one preserving a "corpse like gayety," a seriousness that is more than comical, staring at the teachers earnestly, their little stomachs protruding like the crops of pouter pigeons, presenting as a whole the appearance of a host of military automatons. No doubt the sight is interesting. It is regarded by many as sufficiently attractive for the school stage. The concerted movements of numbers always creates an agreeable impression.

Notwithstanding the apparently adverse judgment just passed upon the art in question, *there are* valid reasons, generally accepted by teachers and laymen, why ordinary school lessons should yield a place to some kind of physical exercises. Unless, therefore, some other kind of exercise than calisthenics can be found, there is good reason for its retention.

First, its practice is valuable for the sake of discipline. Second, it is useful as a necessary recreation, to break up continuous and wearisome mental effort or tiresome sedentariness.

These two points are valid. We cannot set them aside without supplying something that will better serve the purpose of discipline and recreation. With the latter purpose in view, it must be conceded in spite of the unfavorable conditions offered by school routine, that it does contribute to the pupil's physical well-being. For the purpose of discipline, it stands without question or competition. Alas! discipline is the rod of Aaron, which has swallowed all the good calisthenics might do in both recreation or bodily training. As a recreation or a relaxation from study, these set exercises fail. They are better than nothing, no doubt. Their relaxation, however, is only the passing from one restraint to another. Recreation is best gained in a more natural way. Herbert Spencer says the system of factitious exercise is defective because of its lack of interest, because it is monotonous and assumes the form of appointed lessons; it is inferior in quantity and quality of exertion; it lacks the invigoration of amusement and the tonic of happiness. "Hence," he says, "the essential superiority of play to gymnastics, . . . and as not supplying mental stimuli gymnastics must be fundamentally defective." Again, he says, that whoever forbids play, forbids the divinely appointed means to physical development. He strikes the key note. A healthful and natural system of recreation must not exclude the element of pleasure. Witness the contrast between the artificial means and the means prompted by nature. In the one attention is ardently fixed, and the will and bodily powers bent to obedience. In the other mental exertion drops to zero, and constraint yields to joyous abandon. In one the individual is merged in a concert of motion and his person entirely subjugated to promptings external and arbitrary. In the other the individual comes into prominence, effort rises to an exertion that stirs and stimulates all the vital functions; the child finds the spring of action *in himself* and not in an exterior force. In the one is duty, obligation, labor, the same for all, strong and weak,—just so many ounces or yards of movement force. In the other each participant works up to his full strength

and finds his incentive in the enjoyment afforded by his own activities.

I am not peculiar in advocating an entire abandonment of present methods of recreative exercise in school. A philological association at Halverstadt lately agreed, after a long debate, to the advisability of introducing games out of school hours, and of gradually making them obligatory. The school boards of Berlin, Frankfort and Darmstadt have taken steps recognizing the value of play by carrying on games under the direction of instructors. They seem to have outgrown their own drill and training ideas. What we need more than any kind of pruned and pared tick-tack of artificial exercise is *sport*. We are a people having no sports for children. The young find their recreations in imitating their elders' amusements. Parties and balls and promenades and late hour festivities are looked to by young masters and misses as the only real or enjoyable amusements. Physical activity is ungenteel. They seek pleasures not appropriate to their years or their growing bodies. They get tired of being boys and girls and think of dress and society. We might mend this by instituting and encouraging suitable play. Instead of the teacher abandoning the playground to the unruly despotism of a few big boys who teach the younger ones to lounge about and bandy chaff, or perhaps to indulge in vile language, he should always be present. Games might be devised, simple toys constructed, and healthful amusements taught. But some object to the element of sport in exercises. Fun appals them. They discourse gravely of strains and sprains, of overdoing and overheating, of unequal distribution of effort and consequent lack of symmetrical growth. There is quite as much self interest as reason in protests of this kind from the advocates of artificial gymnastics. "When I am sincerely pleased I am nourished," said Emerson. Shall we attempt what little we are able to perform in the way of physical training upon principles once abandoned in mental training? The nausea of the dose was once proof that the remedy was efficacious. Religious and moral codes proved themselves divinely ordered by the severity with which they trampled on bodily instincts, or the ingenuity with which they tortured the flesh. That system of teaching was deemed best which repelled

interest by the dryness of the subject, and which enforced application by the rod of authority. So some have surrounded the practice of exercises intended to conserve the health of the body by barriers against amusement, conversation, or any of the expressions of social pleasures or sympathy. We should remember that it is during recreation that our children get their practice in social ethics. To mingle with his equals, to try his strength, skill, chance, and to measure his personal weight, are privileges of which no boy should be deprived. They knock off the fungus growths of self-esteem; bruise him by his blunders, and teach him to distinguish between his own and others' rights. An attempt in school calesthenics at bodily training is a sprout engrafted from the turnverein. It has not borne the fruit expected because the trunk on which it was set still supports its own well grown limbs, branches and fruit. If the scion is to flourish we must give it more sap, and lop off some of the larger native boughs. The turn school itself is a grand *force*. The little delegate it has sent to the public schools is a grand *farce*. It is neither training, recreation nor amusement. And yet it has been paraded before pupils, teachers and the public as constituting in itself a system of physical culture — the strutting of a peacock with but one feather in his tail. The turn school itself is a grand institution. It teaches by practice the necessity of proper clothing. Its pupils enjoy their tasks. They meet there and enjoy each other's company except when practice is just in hand. They learn, best of all, what we never teach, the luxury of pleasurably incurred fatigue. Bodily exertion is to them nothing but enjoyment. I watched an emigrant Swiss boy last winter in the playground. He performed twice the amount of exercise of the average boy, and put a vigor into his exertions that marked him wherever he was. Among American boys and girls the most American quality they possess is the disposition to lounge and languish. At twelve or fourteen they have outgrown amusements calling for physical exertion, except it be the questionable indulgence in late evening dancing. Whether the cause is in the climate or our system, social or educational, the absence of active play deserves the teacher's earnest attention. It may be expected that youths who know no fatigue will grow up to shun employments calling for physical exertion. The oft remarked aversion of

city boys to manual employments is probably accounted for in the prevalent inactive habits of their younger years. I for one am persuaded that the much needed and appropriate physical culture in the public school is not yet applied. The precepts and doctrine of such culture ought to displace elementary physiology, or be made the purpose and end of that study. The practice of the art should not exclude the invigorating and nourishing effects of amusement.

LIKENESS OF CHARACTER TO OBJECTS OF THOUGHT.

(Read at the meeting of the Wisconsin Teachers' Association, Janesville, July 6, 1882.)

BY MISS ELLEN M. ROLFE, BELOIT.

In the beneficient adaptation of man's nature to his own highest good, there is no more encouraging fact than his capacity for unconscious attainment. The direct object of daily toil is necessarily something of more tangible character than mental fibre, or moral stamina. We cannot stand still and order the movements of the soul, or direct what vesture it shall put on. It is as distant as the stars, and timid as the sensitive plant, when we would approach it. We are as servants acting at the behest of some unknown power, and, at the same time, the king for whose benefit our labors are performed. The circumstances of the life in which we are placed, the demands made upon our best energies for the gratification of the animal nature seem, at times, to defeat the very object for which we were created. The connection between soul-culture and a life behind the counter is not altogether obvious. What more incongruous than the housewife's lowly toil, and her ideal of womanly strength and beauty of soul? Were the pursuits of men indices of there governing ambitions, had the eighteen years' toil at the carpenter's bench been only what it appeared to be, we might, indeed, look with astonishment and horror at the groveling manifestations of man's nobly endowed spirit. "Surely," says speculation, "these things cannot contribute to that gracious heritage of character which lies in store for man. Sooner look for a waxen lily upon the muddy pond." But experience points to the lily, and, in the history of human life, to many a blossom unfolded from the waste of common care and strife.

The external world, all facts, all ideas, are food to satisfy man's spiritual hunger. Not his occupation chiefly or necessarily, but that to which he gives his most earnest thought, sets its mark upon the soul. The wonderful process which we admire in plant and animal life — the transmutation of chemical elements into leaf, blossom and fruit, or into bone and muscle, finds a corresponding process in the spiritual world. Imagination, thought, objects of sense, undergo a more mysterious transformation into conscious forces; and the fusion of these forces with personality is character. Thus the unity — self — is the most complex of all creations, being the individualization of every influence which has appealed to any of the departments of man's nature.

Whatever is presented to the attention long or forcibly lingers there forever in the intangible world of spirit. Life is one long act of assimilation; an easy absorption of what is near and plentiful; an eager drinking in of whatever nature demands, at any cost, and all capable of being regulated by that power of choice which hides in the primitive spark of every man's being.

A conscious effort to elevate life is followed by a corresponding elevation of character. The fact that at the time this growth is unconscious, is favorable to its continuation; for to be ever turning the intellectual eye upon the progress of the soul, is like summoning the aid of the moon in order to examine the stars. Who can trace the slow process by which he has become what he is? Of all his past life there remains clearly in his consciousness only a series of images which memory has chanced to preserve; but the impressions produced by his surroundings, his ideals, his affections, his struggles, are lifelong and are reproduced in what he is. Of all scenes those of childhood are longest and most vividly retained. What child of the sea can forget those visions of a boundless stretch of water, and the restful line where the sun sank into it? As of old its muffled roar will sound in the drowsy hours of night. Yet, save for a vague feeling of kinship, he knows not what of the nature of the ocean has passed into his own. The love and longing of the mountaineer for his native home, but responds to the free spirit within him, calling for the scenes that gave it birth. The Western stripling complains bitterly of the conservatism, restraints, narrow-mindedness and economical thrift of his New

England relations, while his own generous views are probably due to his father's broad acres.

Man's being is in electrical communication with the universe of sense, thought and feeling. Sparks ceaselessly flash over the wires from rock, river and mountain, from history, poetry, music, from joy, grief — all human passions. If there is anything combustible in our foggy sensibilities, it will be reached sooner or later, and roused in flame. It remains with us to heed or disregard these signal-lights of energy, and feed or quench the power within us. Possessing natural instincts, and individual tendencies, and receiving constant suggestions from the external world, every man is tasked to form an independent ideal, and shape his life to it. His boat is not cast rudderless into the current of life to be swept on at the will of the waters; neither is it moored to the shore, while the tide rolls under it, and heaves around it, to be utterly unaffected by its flow, its storms and its calms; for some whither he must go. The prominent men of history have been those who worked steadfastly toward an ideal, until they became the embodiment of their aim. The thought which each has molded becomes the law of his development — the instinct of the man; and by that mysterious influence of the unreal over the real, shapes and molds him into its own likeness. Wisdom seems impersonated in Socrates, ambition in Cæsar, in Savonarola, reform, in Napoleon, generalship.

Not only individuals, but communities and nations represent the standard which they set for themselves. "It is Hegel's explanation of the philosophy of history, that the ideals of the race slowly become realities in custom and law." The gradual advance of civilization is the following of the fleeting horizon of perfection; and its ever disappearing sun fills the track of its pursuers with perpetual glory. And thus does every bright vision of the future, every high hope, every noble aspiration, from the distance of its fulfillment, reflect its own color upon the soul, and while its light and warmth rest there, imperceptibly sink into and shine forth from the character in a new combination, as the sunlight re-appears in the permanent hue of the rose.

Man's nature is so constructed that he must have a goal for his ambition. Childhood ever aspires. Imagination goes before and sets up her shining mark, and the faster she recedes into the skies,

the more ardently the soul presses after. "Be true to the dreams of thy youth," said Schiller. What if each year but prove them more remote! It is beautiful and heroic to keep the heart loyal to its purest hopes, and if, after a lifetime of pursuit, they elude us at last, it is compensation to find them embodied in ourselves, to see them no external accompaniment, no gratifying possession, but an inspiration, a principle, a character.

All things exist for man's development — all life, present and past; all history of nature and of man; all thought; all beauty. Yet each one makes his own world and walks therein. He utilizes what things he will and determines his life accordingly. Although possessing unlimited powers of self-direction, humanity is wondrously like the chamelion, idly and unconsciously assuming the hues of its surroundings — bright or dark — it little matters which. Education takes advantage of this fact. It is a strategic system of operation, offering as an end what is in itself of insignificant value except it be assimilated to the thought. In this we act in accord with nature; for by its perishing grace it sheds upon the soul of man, if he will, immortal beauty. The singing of birds moves his heart to devotion, and straightway he outrivals them all in voice and harp. The landscape, the hnman form, imbue him with a love of the ideal, and his fingers catch the skill to produce the chosen image. The thoughts which come to him from all nature of universal harmony and sweetness make him a poet, and his language a song. Thus mankind is involved in a complicated scheme of education which increases in intricacy as more methods of applying it are discovered. The mother, first, in a thousand ways — by example, instruction and simple presence — gives direction to the child's thoughts, and developes or suppresses its instinctive tendencies. Nursery tales, and especially the popular legends and folk-lore of many countries, hold sway over the mind in its most impressible stages, and unquestionably exercise a very important influence over the dreamy and imaginative child-nature. Home surroundings, household decorations, pictures, music, flowers, or the lack of these, soon begin to mold the unformed tastes and blunt or refine the intuitive delicacy of perception. Then opens the world of books. Much to be pitied is the child who has never dwelt for a rapturous interval in the Eden of fairy tales and bold

adventures. They are as necessary to the symmetrical development of childhood as whooping-cough, measles and chicken pox. "Wouldst thou plant for eternity," said Carlyle, "then plant into the deep faculties of man, his fantasy and his heart;" and again, "Soul must catch fire by a mysterious contact with living soul." The judicious introduction, at the same time, of the more interesting facts of science and history, portrayed in a vivacious manner, is, we may almost say, a safe guarantee against a subsequent intrusion of perverted tastes. But if on the other hand, the child stumbles into the literary abyss of "feverish horrors," wicked fascinations or soft imbecilities, the counteracting influences of a good home and a liberal education can never redeem him to his previous innocence and instinctive recoil from evil.

The main points of character are said to be determined at the age of seven years, and some say as early as five. Hitherto education has been by a formative rather than a filling up process. What the mind has contemplated has unheeded sunk into the consciousness as a part of self. After this brief wandering in life's charmed Orient, the child is ushered into new relations. The entrance upon school-life acts like a shower bath. It sends the warm tide of tender impulses and innocent fancy back upon the heart, and creates a surface glow of mental excitement and precocious self-confidence. An undue development of the reasoning faculties to the exclusion of the imaginative, which has long been felt to be the radical error of the public school system, tends to turn the thoughts inward upon self, to warp the natural and symmetrical expansion of the mind, and make it sharp, critical, analytic, rather than thoughtful, original and retentive. The study of pleasing objects, not of abstract relations, is the natural employment of childhood; and if the mind's growth seems more tardy, it is incalculably richer and broader. The exigencies of our history have not disposed the American mind to philosophy. Our quickly matured minds, our mushroom literature, our ephemeral architecture are effects of a common cause — shallow education. Not that there is too little taught, but that it is taught too superficially. Our intellects are quick to grasp, but there seems some defect in the digestive organs of the soul, and mental food is not assimilated. The meteoric brilliancy of American youth contrasts strongly

with the unassuming commonplace of the German. Yet one is the author of "Titan," the other of "A Modern Instance."

There is no distinction more quickly felt in the intercourse of men with one another than the distinction between knowledge and character. It is possible to suppose the mind to be a mere repository of facts — to live in the light of the noblest truth, and to have no spiritual intercourse with them. Some people's minds are, as Beecher says, mere lodging houses. Each lodger stays his term and departs, as much a stranger as at first. In others there seems a marvelous power to absorb. They are active and alive to whatever they come in contact with; they have a genius for living; they drink into their very souls what others only touch with their lips. Such have the same advantage over the former class, in a social point of view, that a mossy bank has over a stone wall. Susceptibility and receptiveness are qualities that must be cultivated by use. They are, in fact, often smothered by a course of education, as it is ironically termed. The unconscious influence of American life is to make knowledge a thing of utility — a means, not an end. There is little concentration of the mind upon truth for its own sake. Self, and self-aggrandizement are, after all, the main objects of thought. It is the cry of the times that students should be fitted for the practical duties of life; and it is equally the complaint that this result is not reached. The words of Hawthorne in another connection are applicable in this: "We go all wrong by too strenuous an exertion to go all right." The duties of life demand men and women of character. But character is not to be ground out in the mill of facts. The process is long and delicate — conformable to an inexorable law. "Developing yourself," says Auerbach, "is a beautiful calling. Vulgar natures pay with what they accomplish, noble ones with what they are." When we are something, when we reflect the white light of nature's seven colors, then are we fitted to undertake the practical duties of life. To rest upon acquisition is the sign of a weak, indolent mind; but to make all that he has gained, all that he is to gain, only steps toward an ideal of character, is to demonstrate his right to be a power in the world. And character, in turn, influences ideal. Whatever makes an impression upon either reacts upon the other as a sound is echoed and re-echoed between two mountains. Man

is an unfinished creation; nor is his life completed when his seventy years are done. It has been a chaos of strife and longing; nor can he be said to have attained anything at its close in comparison with his vast desires. The value of his life has been in seeking, not in obtaining; in reaching out, not in grasping; in longing, not in fulfillment. But all that he strives for is photographed on his soul. What man might attain to by his own unaided strength of will is not for the past to say. Human nature has never yet been tested to the utmost. The extent of finite capacity, and the destiny of the soul in a future life, are alike unknown. If there is truth and honesty and purity and loveliness in the contemplation of these qualities, it is indeed well that we "think on these things."

GEOGRAPHY—TOO MUCH AND YET TOO LITTLE.

Read at the meeting of the Wisconsin Teachers' Association, Janesville, July 5, 1882.

BY MISS N. L. HATCH, RIVER FALLS.

"Father knows something about Geography. I wish I did. Why not study it in the high school?" said a bright boy from one of our city high schools, recently.

From Atlanta and Washington at great gatherings of schoolmen, from the editorial sanctum of the Century, from many citizens, comes a different cry. Says Supt. Rickoff in a paper on "What Shall We Teach," "If a commission appointed for the purpose were to set itself about the elimination of every thing in the present school instruction rejected as of least worth by a great majority of the most intelligent workingmen, tradesmen and members of the learned professions, how much do you think of all that is laboriously taught and painfully learned in the schools would remain?" "What would be the result in geography?" he further inquires. "Test the value of the study, as taught, in any way you please, and it is valueless except as to general outlines, which can be learned in one-third the time. As a study it adds little to our general information and less to discipline of mind, as it begets a habit of careless indifference."

Is this criticism just? Think not of the best, nor yet of the poorest, but of the average school, and must we not admit there is too much truth in what he writes? What shall we do about it? Accept his remedy and reduce the time spent on geography from six to two years, or is there a wiser course? Can we gratify the boy's desire for more while we meet the educator's demand for less? It is this problem that this paper touches.

Geography has its justification as a part of our school course in the added breadth of view it gives. It may do for us, when rightly studied, what travel does; bring us into contact with new forms of earth's beauty, with strange products and people, breaking down that intolerant spirit that sees good only in one's own land, religion, customs. It may arouse that inquiring spirit, the basis of all progress, that seeks to connect earth's surface forms and phenomena with the life of man, thus making a science of what is too often a heterogeneous collection of facts. The able paper on the Function of Geography in a Course of Study, given before you in the winter of '78, makes elaboration of this topic a superfluity.

Tested by the grand possibilities, why do we fail? Searching through my own experience and comparing with others, I find under the following may be grouped many of our errors:

1. Too many details are given.

In this day of numerous encyclopædias, gazetteers, atlases and reference books of all kinds, it is unnecessary, if it were possible, to carry in our minds the name and location of every place we are likely to meet in our reading. Better take the time to look up the question when it is of interest to know it, than to drill into unwilling minds facts that are speedily forgotten, so soon as examination day passes. This point of too many details is frequently made. Has it made the desired impression? Con over the list of capes you now can name, you who have not recently been teaching geography. How many do you remember? From the list that you do remember, cast out all you have never needed to know. How many are left? Apply the test to other geographical facts, and then think of the saving of time and effort, if we ceased to labor in storing away this useless lumber. We think we eliminate, but if at each recitation we ask, Why assign this point or that? we are astonished at the weeding. If upon the fact depends other

and still other facts, we must have it. If not, cast it out as worthless.

2. Frequently the work is wrongly distributed.

Let the burden of the work be done in advanced grammar grades. Too much, in my opinion, is attempted in intermediate and lower grammar grades. Geography is a science of relations. Its value lies in tracing the connection between the earth's features and the life of man. This exercises the reason. At what age is reason properly the burden-bearer? "In our anxiety to do thorough work," says a friend, "we ask why before the why-age is reached." The what and the how have their appropriate time to be answered. "Did the Almighty make a mistake when he made memory, imagination, observation, the strongest faculties in early youth."

Children are observing, startlingly so. They catch a clue from us or the book and rattle off reasons that sound well. But, like the balloon, these answers collapse at the first puncture. The little miss of twelve who, when asked what she most admired in the Greeks, glibly said, "Their philosophy and art," is an instance in kind.

What parts of geography depend on observation, imagination, memory, and may be well taught at an early age?

So much has been written about home geography, it has been so lauded and made to absorb all geography, that I hesitate to mention it. It has, however, its place.

The child looks about him, sees rivers, valleys, watersheds; clay, sand, loam; granite, sandstone, limestone; all the variety of flower and fruit, bird and brute, discerns their prominent characteristics, or may be made to see them. The teacher gives the common name. Memory aided by association holds it. This, whether you call it botany, zoology, or geology, is geography, and is a necessary introduction to the formal study. If in the so-called science lessons in our public schools, we seek to do no more than to teach the child how to see and to describe what he sees, in the language of general literature, I am with you heartily. But the barren wastes of technical terms, under the name of oral lessons in some ology, are an abomination.

The child must next learn to *read* and *make* a map. Again he looks, remembers, reproduces. Hand and eye are here trained.

But when in swinging from the extreme of no knowledge of things about us, to the other extreme of spending from one to three years on town and county geography, as in some schools I am told; when we insist on the name of every creek and cluster of houses in the county, we have allowed the end to be swallowed up in the means. The facts of home geography, aside from forming the basis for the understanding of things remote, are not of great value. These facts the child must acquire by contact with them, if he remains in the county. If he leaves, their uselessness is apparent. We are pandering to the mistaken notion that our own town is the hub of the universe if we spend so disproportionate amount of time on this topic.

What next? Here much difference of opinion arises among us. One would widen out from home to state, thence to adjacent states, and so on in ever widening circles till the world is compassed. Another would study the earth as a whole, fix the relations of the great land and water divisions, and simple explanations of climatic changes. Either doubtless will lead to the goal. To me the latter is preferable for these reasons: If the general knowledge precedes the study of parts the latter can be complete; if Wisconsin is taught before the child knows aught of any other division can it be taught with fulness? No, the work must be done at this stage and then be repeated later to find the relations of the state to the rest of the world. To me this duplication of the work is an evil. We all remember the series of geographies we studied; each a little worse than the preceding, since it contained more of the same distasteful mixture. This is less common now, but we still find the work of one grade taken up in the same way in another. "We have studied that before" causes children to rest back on their oars with indifference. Of course the skillful teacher can always overcome this, but economy of mental effort is always desirable. If we skate all over the surface gathering facts, and must return with painful effort to see where these came from and how they happened to be there, we grow weary. Freshness departs. The pleasurable shock received by taking up a subject wholly new is a great mental stimulus. For one I would not give the feeling of waking up in a new world which I received when at eighteen I

studied for the first time botany and zoology for all the oral lessons that so many of our schools are giving. If that be treason, make the most of it.

A second reason for the study of the globe at this stage is, many pupils leave school before reaching the advanced grammar grades. It may give them those general outlines Superintendent Rickoff and others are demanding, while it lays the foundation for future study for those that remain.

If we must choose, better that the pupil has a conception of the great round earth spinning through space than that he can name the towns in his county. With a geographical vocabulary full of meaning, with a general idea of the world, with eye trained to see and hand to do, we are ready to study countries in detail. Two years will suffice to complete the work outlined thus far. 'Tis for this stage of the work time is needed. Now we may gratify the boy's desire for more. Interest gathers about that fact around which others are seen to depend. Are we studying surface features or ocean currents to see why Wisconsin is colder than Oregon? How the class responds! Much that is found only in physical geographies can early be understood and acquired, and will give dignity to what would otherwise be flat, stale and unprofitable. If the leading parts of physical geography are here taught, the time spent on physical geography as such may be devoted to a thorough understanding of mathematical geography and the problems of terrestial physics barely touched in our text-books.

Then the life of a people. What a world of interest centers here! Pictures, magazines and newspaper articles, conversations with travelled persons, all may be gathered by class and teacher into one stream of information that shall fill the mind of the child with delightful thoughts of wonderful lands and people; fire his imagination; instill a love of reading and travel that may spur him to something better than to "buy more land, to raise more corn, to feed more hogs," etc. Two objections meet me when urging this work: lack of material, and lack of time on the part of class and teacher. The limitations under which we work must ever make the real fall short of the ideal. But few of us live up to our opportunities. Do we do all we can, or do we settle back with the

thought, I cannot do all I would, therefore I will make no effort in that direction? Even the isolated country school teacher, if she has the will, can collect half a dozen different geographies, the weekly newspaper, coarse wood-cuts, clippings from various sources. The habit once formed, it is astonishing how much one can gather. Get the class interested in geographical scrap-books instead of the silly love tales that usually are found in such books. Draw from the class their experiences in travel. One little village class I know contained a Norwegian boy who could remember life in the fatherland, and the ocean voyage. Another who had lived in Australia, several who had made short trips in their own state. The combined experiences convinced the class that geography existed outside of the text-books. With our large foreign population we ought to be able to do much in this direction. If the child does not remember, let him ask his parents. Both child and parents will be pleased with the asking, and the class enriched with the answers.

The over burdened graded school teacher, with classes every moment; with endless averages, papers, reports; with a rigid course of study demanding so many pages in such a book, has my hearty sympathy. If beautiful examination papers and high averages are the ultimatum, then must we indeed pump in and out, and waste no time on so subtle a thing as growth in thought power. But if framers of courses of study and examiners for promotion can be convinced that keen, intelligent citizens can be made only from thinking pupils; that if every thing must be reduced to figures, it is best to test pupils, not on what is found in a certain book, but on the power to apply old facts to new problems; then teachers will feel free to give breathing room, and we shall not hear, "I must teach this or my pupils will not be promoted." The quantity must be diminished that the quality be improved. Can we thoroughly interest our classes by bringing them face to face with Chinese Mandarin, American Indian, French peasant? Can we show them how the world ministers to them at every meal? Can we introduce them to a few of the many fascinating books of travel? Then no longer shall we hear the cry, "less geography," but rather "more."

THE DANGER TO MENTAL HABITS IN THE KNOWLEDGE GETTING OF OUR SCHOOLS.

(Read at the meeting of the Wisconsin Teachers' Association, Janesville, July 5, 1882.)

BY A. F. NORTH, PEWAUKEE.

This paper may properly be denominated a discussion of the question, "Shall discipline, or the acquisition of knowledge, shape school work?"

Every exercise of every faculty, whether physical, intellectual, moral or spiritual, is of necessity disciplinary; that is, it not only indicates the power to do or to know or to feel that particular thing, but it also increases the tendency and ability to do or to know or to feel the same thing in the same manner. The partially effectual efforts of the infant to grasp and wield the rattle, or to utter the first simple words, or to delight in bright colors, or to recognize familiar faces, do not more gratify the mother because of the power displayed, than by the promise given of future potency; and to this end she seeks opportunity for further efforts and urges them upon the child. The exercises in our infant schools (which from our fondness for foreign looking words we call kindergartens) have the same end in view. The handling and arranging of geometrical forms, the plaiting of mats, the combining of colors and the distinguishing of shades and tints, the marching and counter marching, the little acts of courtesy they practice, valuable as they may be in themselves, have really their chief value in the reflexive influence they exert upon the mind and body of the pupil,— that is, in their disciplinary influence. The same is true in our primary grades. The ability to recognize the connection between the printed word and the idea represented by it, the sentence and the thought expressed, the printed character and the vocal equivalent, is not valued because it enables the child to learn from his primer that "The cow is in the lot," or that "The cat sees a rat," but because these are the first steps in the development of that power that commands the treasured wisdom of all past ages. The same is true of those exercises in the intuitive perception of the relation of simple numbers,— the direction, distance, location and relation

of surrounding objects,—the habits of orderly bodily bearing and submission to government. It is not the wealth of knowledge that the child acquires that we value, but the power of future acquisition and its application so as to secure the good of the individual and of society denoted thereby.

Thus far in the child's history discipline and knowledge go hand in hand, right doing indicating right knowing, and implying a corresponding discipline; and were we to stop here the verdict would be "there is no case before the court." But we all feel that there is something more than this in the subject. We know that a pupil may pronounce the words in his reading lesson with a certain degree of propriety and yet be ignorant of the thought — that he may get the answer in his arithmetic and yet be innocent of any reason for his operations; that his recitations in geography may be but empty names and words; that, indeed, the superior faculties of his mind may be left dormant in the midst of exercises affording room for their highest and most beneficent exercise. The mastery of certain facts and operations, coupled even with the ability properly to express them, does not constitute the highest type of mental atttainment. The power to note the mutual relation of facts, and to deduce the general principles that underlie them — the ability from fundamental principles and axioms to deduce their varied applications — constitute a much higher type of intellectual power.

Indeed, these last, together with a chaste scientific imagination, constitute the very bloom and fruitage of virile mental culture. Gathered facts, according to their kind, whether wood, hay, stubble, gold, silver or precious stones, are but the crude material of the intellectual structure. The logical power is the wise master builder — the supreme architect that fashions the rude and shapeless mass into a thing of beauty, grandeur and ability. It is true, reasoning without the facts produces but castles in the air, facts without the reasoning but a useless and unsightly mass.

It has been the practice of late of certain men of mark in educational circles to depreciate the exercise of these higher faculties and the discipline flowing therefrom, in our common schools; or, if allowed at all, to be taken in the ratio of Falstaff's famous tavern bill, "a pennyworth of bread to an intolerable amount of sack."

Gradgrind-like, their cry has been, give them *facts*, ply them with operations, cultivate the eye, the hand, the memory, nothing more;

> "Theirs not to reason why, theirs but to do and die,
> The supid six million."

They may advise to remand the reasoning part till later in life, and to the precincts of the college, the university, or, it may be, the high school; reminding us that "milk is for babes," and that there is "first the blade, then the ear, then the full corn in the ear." But it should be borne in mind that milk contains in due proportion every element of physical growth, and that the germ of the ear of grain is found in the stalk long before it is seen outwardly; and that unless this is nourished while inchoate it will never develop the full and perfect corn.

This is equally true of the mental constitution. Children early begin to ask the whys and the wherefores. This seeking for the cause of things, this endeavoring after generalizations, is a distinguishing mark of humanity as contrasted with the lower orders of beings, and children and ignorant people will find a reason for things; if not a true one, they will adopt a false one, and the moon will be made to do services innumerable in this line. The peas are a poor crop because they were planted in the full of the moon, and the meat shrinks in cooking because killed in some unlucky aspect of that planet. It behooves us, therefore, to discipline these faculties in early life, and in the common school. To the millions this is the only school, and its curriculum affords ample room and scope for this purpose. I am sure I speak the experience of many of you when I say that the youth in whose case this culture of the reason has been neglected, finds in after life as much difficulty in this work as one untrained would have in performing the difficult feats of the acrobat. Valuable as industrial education is, to be a man (a thinker) is greater than to be a mere mechanic. We are not an Asiatic community in bondage to caste. Any child may aspire to a place at the bar, on the bench, in the pulpit, in the halls of legislation, or in the fields of commerce, while upon all devolve the duties of citizenship, which demand the exercise of the supreme faculty, and without which men degenerate into "dumb, driven cattle."

I have said that the curriculum of the common school affords ample opportunity for the culture of the logical faculties. In teaching the powers of letters, what hinders our going a step farther and inciting our pupils to find the circumstances under which such sounds happen — to note the exceptions to the law and the probable cause,— an exercise in accord with the methods of the strictest scientific investigation and entirely within the compass of common school scholars.

In arithmetic the analogy between reduction of fractions and the principles of division should be dwelt on, and the rule for reduction evolved by the pupil. The pupil should be taught to account for the fact that while in addition of fractions we operate only with the numerators, in multiplication we use both — the reason for inverting in division should be given them as a good nut to crack.

In geography, when locating the great centers of population, induce them to seek for the causes of such location, and to discover the revolution that the railway has wrought in this matter. When studying the statistics of commerce set them to thinking why commerce is a benefit to mankind, and why its entire freedom should be hindered. In teaching to avoid the expression *real* pretty, *real* good, and *real* handsome, why stop here and omit the grammatical reason covering the whole ground. In condemning the expressions "he done it," and "we have did it often," and "we expected them to have done it," why consider it going too far to have our scholars in the common school master thoroughly the law of the tenses; and when we do give them a little grammar why condescend to baby talk and use the barbarous terms *name word*, *quality word*, *action word*, instead of the definite terms noun, adjective, verb? In a word, why not be thorough in the work we do and let our scholars have the supreme delight of mastering a few things at least, and thus have a standard by which to measure future acquisitions and test the completeness or incompleteness of their work?

The answer usually given is the vast number of subjects to be taught,— we must have physiology, and philosophy, and constitution and rhetoric, etc., etc. But is there any good reason why we should attempt to teach all these things, for it is only an attempt, and usually unsuccessful. We cannot now-a-days make our chil-

dren *Admirable Crichtons.* We may make them jack of all trades and masters of none. But is this desirable? Is it not better far, to seek a sound discipline of all the faculties during school life, and then say to the scholar, "the world of knowledge is all before you where to choose." You have learned to distinguish between sound reasoning and unsound reasoning, and can be safely trusted. Such a one's education will not stop with his school life, but will be like a well of water springing up and cheering him during all future life.

But there is a strong temptation to the youthful pedagogue who has just graduated in all the ologies—and not sure of his grammar or his arithmetic—to launch out with his admiring and wondering pupils into these elysian fields and have them drink in knowledge without any effort as it drops from his lips—and as he teaches still the wonder grows, "how one small head can carry all he knows."

In all seriousness is not this wide range of studies in a great measure *sham,* and in a great measure *cram?* The food is not masticated, it is bolted. It is not digested; it is not assimilated; it does not minister to a healthy growth; it does not build up, it puffs up. It does not make the students strong; it makes them pursy. I think it is a mistake. I am glad to see that in the better colleges the system of elective studies is adopted. A few disciplinary studies are made imperative. The strength thus gained is then proved and increased in the use of the special study to which the circumstances or the genius of the pupil direct him. It will be wise for the common school and the common high school to follow this example.

In regard to the "danger of this knowledge-gettting." I think it is not great. It is only a swing of the pendulum, and I have seen during my school experience a number of oscillations, some of them only local, others more general, but I have no doubt as in other cases, when the public have a little experience of its working the matter will be satisfactorily regulated.

Grand and noble men and women have written into books the best thoughts of the best moments of their lives. Sir Isaac Newton said: "If I have seen farther than other men, it is because I have stood on the shoulders of giants."

SELECTED.

INSTITUTE INSTRUCTORS AND INSTRUCTION.

BY F. H. CRAGO, WHEELING, W. VA.

What kind of person the instructor should be, and what should be taught in a Teachers' Institute of a week's duration, are questions of no little moment, when viewed properly. It can be a week well spent, and it can also be one of little or no profit whatever. I do not profess to be able to instruct institute instructors in this matter, but I only hope in the thoughts presented to invoke investigation.

Who should teach these institutes? In answering this question, we notice:

1. That the instructor should be an experienced teacher, i. e., one who has been engaged in actual school-room work long enough to know how to give instruction to the inexperienced teacher in everything pertaining to his work.

2. He should be a *successful* teacher. One who has succeeded well himself can surely succeed better in instructing others than one who is an utter failure in the school-room. He can, from his own experience, give to others that which will cause them to avoid failure, and be enabled to succeed as he has done. In order that any instructor succeed in teaching teachers, there must be a feeling among at least the majority of them, that he is their equal if not superior in scholarship, in experience, and in success. It is impossible for an instructor who is inferior to those taught, to succeed well. A teacher, in many respects inferior to his fellows, may succeed in instructing *children*, but he will never do as an instructor of teachers. Teachers have perhaps too little charity for each other under any circumstances; but they have none, when it comes to teaching each other. This may be unjust, but it is true.

3. He should have good executive ability and good judgment. The first of these qualifications is presupposed in the second qualification already mentioned, for no one can be a successful teacher

unless he has good executive ability. But this is a special requisite in an institute instructor. He must be able not only to plan well, but he must execute well, all his plans. He must plan his work, and then carry it out in all its details. His good judgment is necessary to know just how long to continue any one exercise, just how much to do himself, and how much to require of others, and especially, who among his teachers should be called on to assist him.

4. He should have a mind stored full of useful information. In saying this, I mean all it says, and more too, if possible. If there is any one defect in our system of instruction of to-day, more than another, it is the want of the imparting of common sense, every-day knowledge—original knowledge, coming direct and fresh from the mind of the teacher. This knowledge, or rather this store of knowledge, the institute instructor should have; and he should have the faculty of imparting it, and especially the faculty of impressing upon the minds of the teachers under his charge the importance of imparting this knowledge to their pupils.

5. He should have the faculty or the power of holding the attention of the institute. This may at first sight seem not to be a requisite. One would think the other qualifications mentioned sufficient, and that teachers should pay attention, let the instruction be imparted as it may, in either a prosy or an interesting manner. But teachers are but mortals after all, and the fact may as well be recorded as not, that it often takes more to interest a teacher than perhaps any one else. The instructor, then, should be a pleasant speaker—if possible, the instruction should be imparted in a manner to compel attention.

The instructor should be full of enthusiasm, and should have the power of filling others with the same. This is an age of enthusiasm. The enthusiast of to-day is the successful man, in whatever he engages. The slow type of the pedagogue of thirty years ago, is out of place in the school-room of to-day.

This much as to instructors, now a word as to the instruction to be imparted. And let it be understood that we are speaking of the institute of a short duration, i. e., of a week or ten days.

1. The great object should be to teach how to teach. It is not a place to study and recite the branches, though we do not object to

the teachers making it a week of hard study, and difficult points may be explained if necessary; but the great end and aim should be the exemplification of practical school-room work. The methods given should be those that have been proved to be successful by the instructor himself, in his actual work in the school-room. The object of the recitations conducted should be more to exemplify methods than to impart knowledge, though much knowledge can be gained by the intelligent teacher from these recitations. If working by a program previously arranged, the instructor must be careful to select those to assist who are able to do so acceptably to the great body of teachers; otherwise it would be far better that he did all the work himself.

2. Profitless discussions must be avoided. In a body of from 50 to 100 teachers there are always quite a number willing, and even anxious, at any time to turn the institute into a debating society. This must be avoided. It may be very interesting at times, but it is nearly always profitless. It is necessary that some subjects be discussed; but during the regular sessions of the institute, no discussion should be allowed on any subject, unless it is positively certain that it will prove a benefit to the majority of the teachers present. The institute should be a place where the teacher gains a knowledge that he can take with him into the school-room and at once put it into practice.

3. The instructor must not do too much talking, nor give instruction not suited to the capacity of the teachers. These are two mistakes that are made, perhaps by a majority of institute instructors. They prepare nice talks on a variety of subjects, and they recite their full rounded periods in a pleasing manner, but they often advance ideas, good perhaps in theory, but they pass away over the heads of the average teacher. Teachers, of all others, are in the habit of thinking that all should understand what perhaps it has taken themselves years to accomplish, and hence, are often dogmatic in their views, and fail to impart them so that others can rightly understand them. There is such a thing as even a teacher liking to show how much he knows. This is a grievous fault. "Pray you avoid it."

Attention should be given to the night sessions of the institute. True, the sessions are all public, but the people generally attend

only in the evening. Hence, at these sessions, subjects should be discussed with a view of enlisting a deeper interest among the masses in the cause of popular education. Even here there may be a failure, and the night session may degenerate into a mere debating society, instead of a meeting for the discussion of subjects that have a bearing on the subject of popular education. There are generally in every community, and especially at our county seats, where institutes are usually held, men able to discuss these subjects, but there are also those who for the love of argument, and, too often, for the opportunity to say a word against the cause of popular education, will divert these meetings from their true object. The conductor should be wise enough to have as speakers those known to be friends of education, and also of known ability. This subject is an inexhaustible one, and we present these few thoughts on it, hoping that they may be instrumental in awakening thought on the subject as well as to tend to make our institutes better.

"THAT WILL DO VERY WELL IN THE CITY, BUT IT IS IMPRACTICABLE IN THE COUNTRY."

The substance of the caption of this article is heard in almost every teachers' meeting. The idea seems to be common that methods that succeed well in graded schools are not applicable to ungraded schools. That the notion is a false one has been practically demonstrated a thousand times. The statement is made sometimes by persons who are unwilling to make the necessary exertion required to test a new method; sometimes by persons who have simply heard the thing affirmed and take it for granted that it is true; always by persons who have never given the matter a fair and thorough trial.

If children in the city can save time in learning to read by using the "word method" instead of the old "a, b, c method," children in the country can save time in the same way. If the city children can be profited by a judicious use of the Grube method in numbers, so can country children. The best methods of teaching city children to write compositions are the best methods to teach country children. The child-mind is the same in the city and in

the country; the subject-matter to be learned is the same in city and country, and if the teacher is the same the results must be similar.

It is true that in the management of large graded schools more machinery is necessary than is needed in isolated schools; and it is true that the teacher of the graded school, having fewer classes, can accomplish more in a given time than can the over-worked teacher of an ungraded school; yet the fact remains that the subject bears the same relation to the mind in the one case as in the other, and a method that is good, is good without regard to *place.*

The above is not mere theory. There is not a successful method used in city schools to-day that has not been successfully used in country schools. If those teachers and educational papers that are continuously asserting that certain methods are "very well for cities but wholly impracticable in the country," will take pains to learn the facts and use their reason and common sense, just a little, they will see the inconsistency of their position.—*Indiana School Journal.*

OFFICIAL DEPARTMENT.

Q. A taxpayer of the town in a joint school district, has verbally notified the assessor to meet the assessor of the adjoining town and equalize the tax between parts of the district lying in the different towns. It is not for the interest of that part of the district lying in the town where said assessor lives to have such equalization made. Is the assessor obliged to attend the meeting of assessors on *verbal* notice?

A. Sec. 471, R. S., provides that "the assessors of towns, parts of which are embraced in joint school districts, shall meet on or before the Saturday preceding the time fixed for the return of the assessment rolls, and equalize the tax," etc. Also, "if any assessor shall refuse or neglect to act when called on, as above provided, he shall forfeit twenty dollars." The law does not prescribe who may call upon an assessor to act in this matter, nor what the form of the "call," or notice, shall be. It is fair to presume, however, that

the law contemplates that any resident of the joint school district, who is interested as a taxpayer therein, may request that a meeting of the assessors be held; and when such request is made it becomes the duty of the assessor, to whom the request is made, to arrange with the assessor or assessors of other town, or towns, interested, for the time of the meeting, which must be on or before the Saturday mentioned in the statute. The silence of the statute upon the form of the notice to be given, leaves it optional with the person giving the notice to give it orally or in writing, and leaves the burden of proof with him, in case of controversy, whether he gave the notice or not. The assessor can give no consideration to the "interest" of any part of the district, but must conform to the requirements of law, and conserve the interests of justice in the matter.

So fruitful of controversy and bad feeling is the matter of inequality of taxation in joint school districts that pains have been taken to answer the above question very fully, and indicate proper mode of procedure for all parties.

Q. May a clerk be paid a part of the amount voted by the district as salary, before the expiration of the year for which the salary was voted?

A. It is entirely within the province of the district board to determine when they will authorize an order to be issued in payment of the salary of the clerk. It is entirely proper to pay the clerk in installments as the same may have been earned.

Q. Can the district board increase or diminish the amount of taxes voted at the school meeting, and direct that a greater or less amount shall be certified to the town clerk?

A. If the district fail to vote a tax sufficient to maintain a school for five months, during the ensuing year, the district board shall then estimate and determine the sum necessary to be raised to maintain such school, and the district clerk must then certify the amount so fixed to the town clerk. This is the only case in which the district board may change the amount of tax voted by the district.

Q. If the district votes to change the hour of holding the annual meeting, must they vote upon that change at every annual meeting?

A. If it is desired to hold the annual meeting at any other hour than 7 o'clock, P. M., the time fixed in the statute, the hour must be fixed by a vote and duly recorded each year. In other words, if at any annual meeting the hour for the next meeting is not fixed otherwise by vote, the hour of meeting will be seven o'clock, P. M., as fixed by law.

TO TOWN AND DISTRICT CLERKS.

All school districts which have maintained a school taught by a legally qualified teacher for three (3) months during the year beginning September 1, 1881, and were prevented from maintaining such school for five (5) months solely by change in school year under laws of 1882, will be included in the apportionment of income of school fund.

ROBERT GRAHAM,
State Superintendent.

Madison, July 31, 1882.

LIFE CERTIFICATES.

The legislature at its last session passed an act to provide for life certificates for teachers in certain cases.

This department will require that three points are clearly established by the applicant:

1. The certificate must be a county certificate of the first or second grade, or a limited state certificate, and must be *in force* at the time countersigned.

2. The applicant must certify that he has taught for at least three months in each year during twenty-one years in public schools in Wisconsin.

3. Evidence must be given of successful teaching, during the two years last taught by the applicant, immediately preceding the application; and of a good moral character. This must be certified by the local authority issuing the certificate and by the school boards which employed the applicant.

ROBERT GRAHAM,
State Superintendent.

EDITORIAL.

THE SUMMER MEETINGS.

The State Associations of Teachers, Superintendents, and Institute Conductors, held at the beautiful city of Janesville, have passed, and they deserve more than a passing notice.

The weather was delightful.

The Teachers' Association held daily sessions in Cannon's Hall and under the wise management of Pres. Albee were most profitable. A large number of the leading teachers of the state were in attendance.

The papers were prepared with care and listened to with fixed attention. The Kindergarten, under the direction of Miss Jones, was a prominent object of interest and inspection for both champions and skeptics.

The display of useful and ornamental products by the pupils of the High School, in charge of Prof. Burton, showed conclusively what may be done in directing the spare moments of young life towards a higher appreciation of the beautiful.

The Superintendents' meeting was not largely attended — only about one-third the whole number in the state. Still the meeting was a most profitable one in securing a comparison of views so much needed in this important field. An effort was made in the direction of specific aim towards unifying the now indefinite work of examination of teachers. There was a most hearty response by those present in favor of this much needed result.

The meeting of Institute conductors, held after the associations of teachers and superintendents, was largely attended, and was pronounced by competent judges to be a most helpful and earnest preparation for inspiring the teachers of the state with new zeal. The participators in the debates seemed to ignore personalities and to seek only for the underlying principles in education.

We are fully of the opinion that Wisconsin will feel a new impulse in the direction of broader educational views, and a heartier co-operation among the teachers of all grades by these meetings. Certain it was in our own case that in reference to *associates*, the *work*, and the *place* it was all that could be asked.

We believe that an inspiration has been given toward a stronger, truer, higher, nobler character in the youth of this state; and that time will bring a full fruition from the good seed of thoughtful experience sown at the summer meetings at Janesville.

THE summer and fall institutes will soon be in session in different parts of the state. Probably a few will have commenced before this issue of the JOURNAL reaches the members. The correspondence relating to them indicates that there is no abatement of interest in the institute work on the part

of those who carefully observe, and are in position to know the value of the work for those who are engaged in teaching. It remains to be seen whether teachers themselves, and such as are intending to teach, appreciate the help thus placed within their reach, to the extent of making every possible effort to be present, to remain through the entire session, and to enter into the spirit of the work with heartiness, and a determination to obtain whatever may be obtainable from every exercise. If this shall characterize the institutes this season, their value and their success is assured.

The committee have arranged for forty-three institutes, covering sixty-eight weeks of time. Other applications have been made, but at so late a date as to render it uncertain whether provision can be made to assist in conducting them. No little difficulty has been found in securing suitable persons to conduct institutes at the the time they are asked for. It is a serious question whether the present practice of holding so large a number of institutes in August and early in September can be continued, or is advisable if possible. We hope to hear good reports from the effort to reach and interest the community and school officers by means of evening exercises, and we call attention in this connection to an article on institute work and workers, found among the selected articles in this number of the JOURNAL.

ONE of the most animated and earnest discussions which occurred during the institute conductor's meeting at Janesville, arose over the subject of teaching grammar. The debate was opened by a presentation by President Parker, strongly urging the abandonment of the use of technical grammar, as a regular study in the common schools, and substituting therefor exercises directly familiarizing pupils with the best forms of speech, and cultivating correct use of language. The discussion drew out the strongest advocates and arguments upon both sides of the question, and no doubt, so far as contestants were concerned, was a drawn battle, neither side having all the best arguments. This must ever be the case. The fact is that *both* courses are necessary for the best results, and these results are both mental discipline and the correct use of language in writing and speaking. A teacher that directs all efforts of pupils in this direction to the acquirement of the *laws* of language, will in many instances, no doubt, secure great learning in the law, but little wisdom, taste or vigor in the use of the language; while on the other hand, a neglect to train pupils in the correct use of the forms of language by any method which ignores the existence and knowledge of such laws will doubtless result in the majority of cases in the knowledge of the correct forms of the examples used in exemplification, and very little more; the disciplinary results are meager in the extreme, and the power of adaptation only slight. The wise teacher will measure the need of either method by a discriminating regard of the need of the pupil or class. Some naturally speak and write correctly, and such need little drill, except in enlarging the

vocabulary and cultivating and confirming taste. For these, as a rule, the analytical discipline is valuable. Others stumble and blunder in the use of language, even after thorough instruction in the rules of grammatical construction. For such, no possible amount of drill in the use of correct forms can exceed their needs. We incline to the opinion, however, that the average teacher will accomplish more by what is known as the mechanical method, justifying usage by law, than by a method which requires the selection and exemplification wholly by exercise of the teacher's originality, and is confined to practice in *using* forms of expression thus developed. And that seemed to be the prevailing opinion of the meeting.

PROF. ALBERT SALISBURY, for the last nine years a teacher in the Normal School at Whitewa er, and widely known in every part of the State as an efficient institute conductor, has tendered his resignation of the position he has so long and ably filled, and has accepted the offer of the American Missionary Association to take the superintendency of the educational work of that society in the Southern States. Wisconsin thus loses one of the ablest from its corps of teachers. It is with sincere regret that we learn of his determination to leave the State. We have too few of equal ability, zeal, devotion and conscientiousness to have anything but a sense of great loss when one such leaves the work or the State. But Prof. S. has been called to a very important and arduous field of labor. We believe him equal to the task. We shall expect to hear of him accomplishing great results, and we cannot blame him for heeding the call to an enlarged sphere of activity and a more remunerative position than the one hitherto held.

ESPECIAL NOTICE.

We shall send a few copies of the July and August numbers of the JOURNAL to each institute, as specimens, and we trust measures will be taken in every place to have the attention of Wisconsin teachers directed to the importance of maintaining *their own organ* by subscribing themselves, and by efforts to secure the subscriptions of others. And we take this occasion to ask county superintendents to urge upon school officers the propriety of subscribing at the expense of the district, as authorized by law. The institute will also afford a favorable opportunity for such as are in arrears upon their subscriptions to unite in remitting the amount due.

WE devote most of the present issue of the JOURNAL to the publication of the papers read at the recent meeting of the Wisconsin Teachers' Association. We trust none of our readers will fail to carefully study these products of the leading minds in the profession. They not only indicate the general

trend of thought upon many questions of vital importance connected with the business of public education, but furnish many valuable suggestions which may be made use of by teachers in every grade of work. So we say advisedly, *carefully study*, instead of *carelessly read*, these essays. One of the ablest papers read before the Association for many years, is the paper read by President-elect C. F. Viebahn, of Watertown. Its length prevents its publication this month, but it will appear in our next issue. We opine that few who heard the essay read comprehended the full measure of its value. Such papers require more and more thoughtful attention than can be given them at the time of their delivery. The annual address of the President was received too late for insertion in the present issue.

EDUCATIONAL MEETINGS.

THIRTIETH ANNUAL SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION, JANESVILLE, JULY 5, 1882.

Association called to order at 8 P. M. by President George S. Albee.

Exercises opened with instrumental music by the Andersen Family.

Invocation by the Rev. Dr. Hodge, followed by a duet by Mrs. H. A. Smith and Miss Martha Willey.

After a few announcements regarding coming sessions, Pres. Albee introduced Supt. James MacAlister, of Milwaukee, who proceeded to speak extemporaneously of "The New Education." He said that teachers hardly realize the change in education through the centuries. Education has advanced for five hundred years in two directions — learning words, and learning things. The first has had too prominent a place. A desire to know nature and to know men came from the renewal of the culture of the past.

The culture of to-day is Greek in inspiration and origin. Next to the Scriptures, there is nothing grand in human art that is not of Greek origin.

Bacon was a direct fruit of the Renaissance — a lover of nature — the first great naturalist in human culture. He insisted that nature should be the basis of study in common schools.

John Locke was the first great natural philosopher of the human mind. He treated the mind as a natural thing to be studied.

The new doctrines of education found their way through two widely different channels. Rosseau and Pestalozzi. The former formed the theory; the latter reduced it to practice in the schools. Pestalozzi was the first to recognize the individual in education. He taught that the individual must be educated from within outward. That he must be educated through the perceptive faculties first, and that love is the greatest power in education.

Froebel took his rise from the teachings of Pestalozzi. Pestalozzi had said "we must educate through the perceptive faculties." Froebel adds: "This must be by the exercise of the pupils' free activity." Froebel never leaves nature. He says that the first thing to do is to find out what a child is — to know the philosophy of childhood. The teacher must recognize activity as one of the characteristics of childhood. These activities are sacred. The teacher must recognize them — study them — discipline them. Play is the right of childhood. Play in the school room? Certainly. Play that shall be training of the highest order. The child learns by doing. This sums up the whole doctrine of the new education, not only in the primary school, but in all schools. The hand was ignored until Froebel's time. The new education trains the hand to become an ally of the brain. Manual training has a place in our school system. Training must be for use. Drawing has a place in every school on account of its practical value.

The new education inculcates obedience. The obedience of the freeman and not of the despot. A result of allowing the individual nature of the child full play. It means morality in the schools. It cultivates reverence.

It is the duty of the teacher to investigate the new education — to understand it, and then to adopt it. The speaker urged the teachers to visit the Kindergarten so happily provided for them, and closed with an earnest appeal for the Kindergarten.

After announcements by the chair, the meeting adjourned.

After adjournment, State Superintendent Graham, Superintendent MacAlister and President Albee received their friends, teachers and citizens, in the parlors of the Meyers House.

Thursday, A. M.

Called to order, at 9 A. M., by Pres. W. D. Parker.

Invocation by Rev. T. W. McLean.

Mayor Croft, of Janesville, welcomed the teachers in an appropriate address. President Albee replying in fitting terms. Then followed a choice selection of music by the Ladies' Club of Janesville. Pres. Albee next read his annual address, reviewing the educational field — presenting questions to which attention might profitably be directed. On motion of Prof. Shaw, the address was referred to a committee consisting of Sup't James MacAlister, W. H. Beach and E. Barton Wood, for distribution of topics.

After announcements regarding enrollment, Kindergarten and railway tickets, the following was read and adopted:

Whereas, The Faculty of the State University and the School Board of Madison have expressed a wish that the National Teachers' Association hold its session in 1883 at Madison, and

Whereas, Many of the citizens of Wisconsin, outside of Madison, have expressed a like wish; therefore,

Resolved, That Sup't James MacAlister be, and hereby is, appointed the representative of this body to the National Teachers' Association, soon to convene at Saratoga, to convey to said Association the wishes expressed in

above preamble, and urge upon that body the acceptance of the invitation thus expressed and so generally endorsed.

Miss Nellie M. Rolfe, of Beloit, then read a paper, entitled "Likeness of character to objects of thought."

"Physical culture in our schools," was the topic of the paper read by Wm. E. Anderson, of Milwaukee. The subject was treated in a vigorous and radical manner. Prof. E. Barton Wood, of Oshkosh, opened the discussion. He had stopped calisthenics, and had heard no complaint from the people. He insisted that all his pupils should take the recess. Saw that fresh air is introduced — ventilated thoroughly. His boys play enough but the girls will not play.

Superintendent MacAlister followed. He heartily approves the paper. He stated that in Great Britain the playgrounds are ample and are used. We are not a playful people, but we ought to be. Boys play more than girls, but in England girls play heartily and have a wide range of out-door sports. There they have large sheds alongside the grounds for use in bad weather, and they use them, boys and girls alike. He had visited a school in St. Louis, attached to which was a large hall, in which the girls had regular exercises with dumb-bells, rods and Indian clubs. We should realize that we have bodies as well as souls. Physical culture is receiving attention in all educational centers. Our need is large gymnasiums in all cities, where all classes can receive instruction and get proper exercise. The need for this training had reached the normal schools and was now being met. We must encourage the girls to play. He predicts that gymnasiums are to become universal.

Prof. R. C. Spencer of Milwaukee said that he had been, perhaps, officially guilty in the introduction of gymnastics in the schools of Milwaukee, and intimated that the failure was largely due to the lack of interest in the American public represented by its teachers. He considers the views expressed in the paper extreme.

Superintendent John Nagle of Manitowoc read a paper entitled "Defects in Training and Testing Teachers." The lateness of the hour prevented a discussion of the topic, but on motion this, and all other papers presented were requested for publication in the Wisconsin Journal of Education. Adjourned.

Afternoon session called to order at 2 o'clock. "Vocal Music in our Schools" was illustrated by Prof. D. E. Gardner of Platteville, by means of a class of twenty boys and girls. An apparently difficult piece of music was put upon the board, and the class was drilled through to its mastery, showing the successive steps; after which two or three concert exercises were shown. In response to questions, Prof. Gardner said that he used but fifteen minutes a day with these classes, and not more than thirty minutes with grammar grades. He did not sing with the class. One of his most successful teachers could neither sing nor play. She had to learn the scale. Children seven or

eight years old will learn more easily than older ones. Ninety-five per cent of all children can be taught to sing. He uses the staff notation. The tonic sol-fa system is easier, but our music is written on the staff. He would teach music in every school in Christendom. Normal graduates must be able to teach it.

The Song of the Poppies, in appropriate head gear, elicited much applause.

Miss N. L. Hatch of River Falls read a paper on geography, entitled, "Too Much and Too Little."

Mr. A. F. North's paper, "The Danger to Mental Habits in the Knowledge-getting of our Schools," caused much merriment and applause.

A letter from the managers of the Western School of Telegraphy was read, inviting the Association to inspect their rooms. The Secretary was instructed to respond in fitting terms.

The Committee on Distribution of President's Address reported the following references:

Moral Education — J. Q. Emery, A. Kerr, A. R. Sprague.
Affairs of the Association — D. McGregor, I. N. Stewart, C. F. Viebahn.
Industrial Education — S. Shaw, Wm. E. Andersen, R. W. Burton.
A Professional Establishment of the Status of the Teacher — J. W. Stearns, C. A. Hutchins, Rose C. Swart.

President Albee then announced the following committees:
On Resolutions — S. Shaw, Lucy E. Foote, J. H. Cummings.
Honorary Members — J. Q. Emery, L. W. Briggs, Jennie Ll. Jones.
Nominations — A. Kerr, W. G. Clough, J. W. Stearns.
Finance — C. F. Viebahn, J. T. Lunn, J. W. Stearns.

Adjourned.

Thursday Evening Session.

Opened with overture by Prof. Harry Arnold, followed by prayer by Rev. D. F. Davies, and a song by Miss Ella Peterson.

President S. H. Peabody of the Illinois Industrial University was introduced and read an address entitled "Shall We Teach Trades in our Public Schools?"

At the close most of the audience went to the armory where they witnessed a fine exhibition of physical culture in the drill of Janesville Guards and Beaver City Rifles.

Friday Morning Session.

Called to order by the president. Miss Araby Sutherland played an overture. Invocation by Rev. W. F. Brown. Music by a quartet. Pres. W. D. Parker presented the subject of the National Association, and indicated some things that would have to be done to secure its session at Madison in 1883. Prof. Whitford was called out, who suggested that Pres. Parker, owing to his large experience in railroad matters, should be requested to go to Chicago and secure favorable terms for eastern members over the trunk lines. Many members of the National Association were desirous of coming west. He spoke in glowing terms of the influence such a body of grand, earnest and cultivated men would exert on our state.

On motion of Prof. Kerr, Pres. W. D. Parker was requested to perform the duties indicated.

Supt. C. F. Viebahn of Watertown then read a paper entitled "Some Defects in our Graded System."

Supt. Shaw of Madison opened the discussion. He said there were two classes of critics of the graded system. First, those who affirm that our schools do not bring out results. They show that at West Point, for instance, the appointees of late years do not compare favorably with those of former years, as judged by certain tests. They know more things, but do no know them as well. The question then arises, shall we throw out some branches and concentrate our efforts on a few? Or shall we continue to cultivate more general information and be content with less exact drill in particular branches? The second class are the too utterly utter sort, with a larger amount of ideality, whose facts are not to be found. Supt. Viebahn pleads for individuality; that is well. In aiming at economy of time and expense and showy percentages, we are apt to forget the individual and individual rights. Yet those who have seen the old fashioned, purely individual instruction would not go back to that system. On the other hand, so great is our faith that there is something in the graded system, that there goes up a cry for its adoption, in a modified form, in our common schools. It is perhaps time to cry halt. A point not mentioned by Supt. V. is that a loss of individuality on the part of the pupil carries with it a corresponding loss on the part of the teacher; he becomes simply a part of a machine. Principals and superintendents ignore special qualifications in teachers. Boards pay large prices to one man, while subordinates are cut to the lowest figure.

Prof. Auerswald continued the discussion in a paper which he has promised to prepare for publication in the JOURNAL OF EDUCATION.

Miss Sarah A. Stewart, of Milwaukee, then read "Notes upon Education Abroad." The audience was held delighted by her well chosen and well put observations. She selected the differences, rather than the similarities.

Principal W. H. Beach from the committee on School Savings Banks, reported as follows:

Your committee beg leave to report that they have examined, so far as they have had time and opportunity, the reports of the operations of School Savings Banks, where such banks have been long established, and have observed with interest the results of the recent establishment of such an institution in one of the cities of our own state (Beloit). They have been favorably impressed with these, as indicating the growth of a healthful spirit of economy and thrift; as teaching the real value and uses of money; as awakening a worthy interest; as promoting a directness and definiteness of purpose; as improving the deportment and character of children in the schools and at home. They would recommend to teachers and school officers the gradual establishment of such institutions wherever practicable.

Respectfully submitted,

ALEXANDER KERR,
W. H. BEACH,
W. H. CHANDLER,
Committee.

Report adopted.

The next order of business being election of officers, Pres. W. D. Parker, in a felicitous speech, presented the name of C. F. Viebahn, of Watertown. The ballot was taken and Supt. Viebahn declared unanimously elected.

Prof. Kerr from committee on Nominations reported as follows:

For Vice Presidents — C. A. Hutchins, L. W. Briggs, Mattie E. Hazard.
Councillors — G. S. Albee, S. Shaw. J. T. Lunn, Geo. Beck, J. H. Cummings.
For Secretary — Wm. E. Anderson.
For Treasurer — T. B. Pray.

Prof. Anderson positively declined the office of Secretary. Pres. Parker moved the election of all the nominees except the secretary. Carried.

Prof. Kerr then nominated W. J. Brier, of Plymouth, for secretary, who was unanimously chosen.

After a few announcements, President Albee spoke of the hearty welcome the teachers had received, alluding to the constant evidences of thoughtfulness, taste and courtesy on the part of the committee of arrangements, and spoke particularly of the labors of Prof. Burton, to make the session of the association pleasant and profitable. To the members he expressed thanks for their promptness in responding to his calls, although loaded with their own work.

Adjourned.

Friday Evening Session.

The musical treat this evening was a worthy closing to the excellent programme of music provided by the citizens. Prof. Titcomb presided at the piano, and the Orpheus Club sang.

Prayer by Rev. Olin A. Curtis.

Prof. J. H. Gould, on behalf of the Committee on Resolutions, read their report as follows:

Whereas, The Wisconsin Teachers' Association has been the recipient of numerous acts of kindness and courtesy; therefore be it

Resolved, That we would return our thanks to the various railroads for their commutation rates, and to the hotels for their reduction in prices.

Resolved, That we would express our grateful appreciation to the local committees, to the military companies, to the singers, and to the citizens generally, for the kind efforts which they have made in our behalf. We would also thank Prof. R. W. Burton, of Janesville, for the untiring zeal with which he has labored to secure our comfort and entertainment.

Resolved, That we tender our thanks to the *Recorder* and *Gazette*, and to the state press generally for the interest they have taken in our proceedings, and for their efforts to place the same before the people.

Resolved, That our thanks are also due to Sup't James MacAlister and Prof. S. H. Peabody for their able lectures delivered before the Association.

Resolved, That we extend to Miss Ll. Jones, to Prof. D. E. Gardner, and their respective classes, an acknowledgment of our appreciation of the interest which they have added to our proceedings.

Resolved, That we extend to the officers of the past year our hearty thanks for the care, zeal, and remarkably good judgment with which they have arranged the programme, and conducted the meetings during their term of office.

Samuel Shaw,
Lucy Foote,
J. H. Cummings,
Committee.

The resolutions were adopted.

Prof. Emery, for the committee on Honorary Members, recommended the following for election:

Pres. S. H. Peabody, Illinois Industrial University.
Prof. W. I. Marshall, Fitchburg, Mass.
Prof. F. W. Dennison, Allen Academy, Chicago.
Sarah A Barnes, of McKendree College, Illinois.
Miss Minerva Guernsey, Janesville.

On motion the above were declared elected.

Pres. Albee then addressed the citizens. The formal expression of the opinions of the association had been embodied in the resolutions just adopted but he wished to express them informally to the citizens. The Association had watched the cities of the state with interest. Every community puts its best ideal into its schools. This is what we watch. We observe that you have had but three men in seventeen years, two of whom have reached the highest honors in our body, which will soon be conferred on the third.

Your teachers become your fellow citizens and gain a place in your hearts. This tells the story. We found one thing we did not expect. We thought you were of Yankee stock and given to New England thrift. We had in our minds the pleasant recollection of a session some ten years since, where we enjoyed the peculiar culture of our German fellow citizens, their love of song. The memory of their music is dear to our hearts. We find that culture here, grown up alongside your factories and your schools, hardly second to that of your northern neighbors. It is a culture that must soon fall into our line of work and go into all our schools. In conclusion, we tender our heartfelt acknowledgments for all you have done.

Prof. Marshall then took the platform and began by saying he had just come three thousand miles to get there. He brought greeting from the father of normal school work in Wisconsin, Prof. C. H. Allen, now at the head of the finest normal school on the Pacific slope.

He then exhibited upon the screen, the geography of the Yellow Stone Park and its approaches.

From that he went to the scenery. The entertainment was very fine and enjoyed by a full house.

President Albee then declared the Association adjourned.

GEORGE S. ALBEE, *President.*
EDWIN R. SMITH, *Secretary.*

ANNUAL MEETING OF CITY AND COUNTY SUPERINTENDENTS, JANESVILLE, WIS., JULY 7, 1882.

The convention was called to order by Supt. J. T. Lunn, chairman of the executive committee, and State Supt. Graham was chosen chairman and Supt. C. L. Hubbs secretary. The following superintendents were present:

State Supt. Robert Graham; Assistant State Supt. W. H. Chandler; R. W. Burton of Janesville; Samuel Shaw, Madison; N. C. Twining, Monroe; B. M. Malone, Beloit; W. A. Willis, Baraboo; C. F. Viebahn, Watertown; Miss Rose Dowling, Iowa; J. T. Flavin, Dodge; C. L. Harper, Grant; J. A. Leith, Outagamie; Geo. F. Steel, Brown; D. H. Morgan, Green, J. T. Lunn, Sauk; W. G. Gittings, Racine; John Reilly, Milwaukee; A. B. Finley, Dunn; Henry R. Dike, Polk; John Nagle, Manitowoc; C. D. Tillinghast, Chippewa; O. E. Wells, Waupaca; Wm. E. Barker, Pepin; J. Boyd Jones, First District, Rock; Wm. Jones, Second District, Rock; Bessie M. Reed, Eau Claire; C. L. Hubbs Jefferson.

Supt. Graham called upon Supt. Flavin to preside while he read an address, which was listened to with deep interest. If there be one thing more than another which science has emphasized during the present century, it is that law pervades the universe of nature — not only the world of nature, but of mind. George MacDonald has written: "If men would but believe that they are in the process of creation, and consent to be made, yielding themselves in hopeful action with the turning of His wheel, they would ere long find themselves not only to believe, but to recognize the divine end in view, the bringing of a son into glory; whereas, behaving like children who struggle and scream while their mother washes and dresses them, they find they have to be washed and dressed, and with more discomfort." The child is the most precious thing on earth. The possibilities opened up to the child life by the new education, by "love" and sympathy, by a right understanding of this child nature, were graphically pictured to you last evening. The happiness of the school child depends largely upon his teacher. With one teacher the child delights in its school life; with another, school life is desolate.

There are, in Wisconsin, 401,358 children of school age, and their education costs per annum $2,670,148. People inquire as to the result of this vast expenditure of time and money, *i. e.*, what equivalent is received. National attention has been directed to this subject, viz: to the education of the masses in the most effective way. Distinguished statesmen propose a national appropriation to prevent illiteracy. The pulpit is discussing this question.

The factor in our state that determines the ability and capacity of this potent factor in education is called a superintendent. The statute makes it his business to certificate teachers, when he finds them qualified. It requires nearly 12,000 teachers to supply the schools. The superintendent is NOT required to supply the teachers, no statute makes any such requisition. There is in Wisconsin no uniformity in tests for the teaching ability. If the superintendent be fully qualified to make the tests, three points must be considered.

1. Does the applicant know sufficient of the requisite processes?

2. Does the applicant understand the principles underlying these processes?

3. Does the applicant know the end he wishes to reach, and the means he is to use?

Questions have been prepared under the direction of the State Superintendendent, to be used by the county superintendents. The tests in these are not so hard that fair attainments will not do, nor so easy as to fail to secure a good teaching force. If this plan is carried out, three important factors of our state plan for securing general intelligence will be placed in line, viz: the county superintendency, normal schools, and common schools,— and we may be said to begin to have a system.

If the child is the most precious thing on earth, if the possibilities of childhood are so much increased, if the formation of character depends on parental and pedagogical influence, and if the duty of the county superintendent is to test the ability of the teachers who supply the important part of this influence, then I know of no more important field for earnest men than the superintendency of a county, nor one in which thought, fidelity and prayerfulness are more needed.

A discussion of the "Relation of Superintendents to Quantity and Quality of Teachers," was opened by Supt. John Nagle of Manitowoc, Supt. L. D. Harvey being absent. The discussion was continued by B. M. Malone, superintendant of Beloit; Prof. Shaw of Madison; Prof. North of Pewaukee; Supt. J. T. Lunn; Assistant Supt. Chandler, Prof. Emery, and others.

The convention by a vote asked the Department of Public Instruction to transmit sample questions to each of the superintendents.

The topic, "National Appropriation for Common Schools," was then discussed by Prof. J. Q. Emery, Supt. Albert Hardy not being present. Prof. I. M. Buell, of Alabama, spoke of the condition of schools in that state.

A resolution was adopted declaring the sense of the convention that a national appropriation be made where conditions of illiteracy demand it.

Supt. Wm. Jones, of Rock, presented the claim of "County Libraries" to the convention. The question was further discussed by Supt. D. H. Morgan, and others.

On motion convention adjourned *sine die*.

ROBERT GRAHAM, *Chairman*.

C. L. HUBBS, *Secretary*.

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Secretary State Board of Charities and Reform.

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ADDRESS OF PRESIDENT G. S. ALBEE AT THE ANNUAL SESSION OF WISCONSIN TEACHERS' ASSOCIATION, JULY 6, 1882.

Members of the Wisconsin Teacher's Association:

By the law of custom our meeting in the annual session has been made the occasion for a review of the progress and the presentation of needs in our profession, especially in this commonwealth.

The teacher is not a traveler, but a being that must build his life by striking fibres deep and far in the soil where he is planted, by opening his heart to all the life-giving influences above, while the cilia of his soul draw currents from myriad sources to magnify and render more fruitful his work. There are, however, mines of thought so deep, or veins so refractory, that our isolations fail to reach the treasure, and we must band together for combined effort to permit no good thing to pass without yielding tribute to the next generation. Thus, a generation ago, this association was formed. For this purpose are we here working for dividends from this company just completing the thirtieth year of its operations. But no balance sheet of the banker will serve us. We have too many open accounts resting upon contingencies; the record of expenses is not clear, and the value of the product thrown upon the market is uncertain. Yet with such a vague condition of our

assets the sun shines down upon a hopeful company of shareholders this morning, who feel that honest, earnest toil *must* bring reward from a Providence who overrules our errors for good. That we are here once again for unselfish counsel regarding our errors is our best guarantee for future credit. But these brief seasons of renewed fellowship, with fragmentary jottings of experience and suggestion, are not most favorable to those profound and prolonged reflections upon which lines of permanent progress must rest. It must suffice if a few questions be asked, which able minds and willing hearts can best answer in the future.

Since the memorable meeting of the six noble charter members of this association in the small chamber, on a bleak evening thirty years ago, schemes of organization have held prominence in the anxious deliberations of this body. These problems are yet unsolved. The educational code of our state is more generous of its privileges than its powers. Our State Superintendent is privileged to urge everything worthy, but empowered to obtain few. The laws still fail to provide an adequate supervision of the host of apprentices in our work; still specifically distort our ideas of worthy teaching; still hamper the superintendent in his efforts to winnow the worthless weights from among teachers. We still have the dearly cherished Saxon element of local control so miserably small in the charge of school affairs (although long since enlarged for other municipal purposes) that a handful of narrow souls can balk the wisest plans of officers and teachers. In no branch of the civil service is the whimsical change of officers more frequent or more disastrous. It has been said that "We, as a nation, have never voluntarily grappled with or abolished a national sin." It is only when scourged and fear driven that a nation forsakes its greed for its duty.

Now of all occupations among men that of teaching touches least keenly the life of the selfish. Corporations are to-day writhing in the coils of a monster combination of desperate, suffering workmen, and municipalities are for once bestirring themselves to mediate between Giant Monopoly and Giant Despair. But if from Maine to Mexico the 200,000 teachers of our Union were to "go on a strike" what pulse would be stilled or what brain would reel with fear for the frightful results? Nay, though we wield a blade keener than any

from the forge of Damascus, its stroke is so silent and its work so quiet that a generation must be shaken to its center before its results shall be manifest. We have, therefore, wisely turned for a season from scheme making to an inquiry whether we could wisely use the best of plans if granted. How to improve our teachers and our teaching has constantly and worthily occupied our attention during the last decade. We have sought in books and brooks, in schools and philosophy, for the method and matter of our ideals; for a way so clear that where a great man walked a thousand smaller might tread with certainty. But how often these plans have come back to mock us in the deeds of the most ardent disciples!

If this quest after the *novel* in theory and art, whether emanating from normal schools or isolated reflection, is to rest content with generalizations and averages, disregarding the paths which lead into the valleys of experience, the younger teachers will be left to tread the same groping round we have trod, in vague uncertainty where the maze began. Those who have grown gray in the work should do something better than pity the youth who announces the mirages of his eager vision as discoveries. Can nothing be unfolded of the old, old story of life that will give a clearer meaning to the service we would render?

The world of mind was explored ages before the Genoese gave us this broad continent on which to make one more trial of human possibilities. Its phenomena, in their *averages*, are told glibly by every school boy, while the sages still stand with puzzled eyes before the doorway of a single soul. Psychology and didactics may furnish pegs upon which to hang the trophies of thoughtful experience, but can never be substituted for unremitting, individual investigation of the springs of action. The surveys have been made and guide points established, but the young traveler needs much careful suggestion regarding probable and advisable routes. The wonderful strides in material and mechanical discovery, by which multitudes of diverse manifestations and appearances are proved to emanate from a few well defined laws and elements, have dazzled our imaginations as to the probabilities in every department of knowledge, and we sit in our ascension robes expectantly awaiting great revelations in *our* work. As the multitudes turned from

their starving, awaiting for a miraculous salvation in the year one thousand one, and went to work to secure the boon by natural processes in spirit growth, so must we put away the thought that either Froebel or Pestalozzi, Milton or Locke or Plato, of the past, or any great mind of the future, can give life, or any thing worthy, to the work of the teacher who would be *saved* through faith in their supreme efficacy. By the light which these great souls are giving all may walk, but with staves in their hands. No general map will serve either an engineer or a Von Moltke. Topography is the only safety.

While the world is charting every vocation and process in laboratory and factory, have we not been strangely remiss? We do not impugn the anxious, painstaking thought of individuals in isolated effort, for the germs of our growth are nourished there; but we do ask what we as an Association have done towards establishing or publishing the educational topography of Wisconsin? What are its peculiar resources and its effective force in each arm of the service? How many are raw recruits, how many invalided? How many corps decimated below efficiency? How many of the able-bodied rejoice in antiquated or antiquiescent arms, ill adapted to contend against the tactics and appliances of modern society?

All these evils, with a host of congeners, are possible because ours is the undefined, ungraded profession.

There was a time among western farmers when "wheat was wheat;" but those halcyon days of the shiftless sloven are past, and the fruits of his heedlessness or misfortune are no longer suffered to degrade and impoverish the producer of a higher grade. To-day, teacher is a most indefinite term. Society is slowly, very slowly drawing the lines of a definition; already it demands a higher standard of conduct, a greater freedom from gross excesses, among its teachers than most other classes of citizens. But while we admit the all-powerful sway of environment as controlling the destinies of lower nature, shall we as a profession, set apart to mold and lead the generations, consent to await the interminably slow movement of external forces upon us, or from within initiate changes that will lead the progress of society?

No other profession allows its standards to be fixed by government. Certain salient lines of procedure may most properly seek

the sanction of law; but the tests by which members are to be recognized in worthy fellowship, and the ideals of the ablest maintained, have ever been most wisely conceded to the great body of experienced jurists, divines, and doctors. Is it not a duty we owe to the hundreds of youth, annually flooding our ranks, that clear standards of character and professional preparation be established, by which local committees, representing this association, may be guided in recommending admission to fellowship? The state in self-defense has defined some barriers within which feebleness can not pass, but has left all the traits of a great teacher unexamined.

In the furtherance of our demand for trained teachers, so much beyond the present capacity of normal schools to supply, may we not most properly examine the practicability of instituting an apprentice system in teaching, which shall both induce more reflection upon the philosophy of present methods, and secure practical experience in every school of the state? The leaders of the kindergarten movement have most wisely insisted upon this thoroughgoing service under the critical direction of experience and skill, as *essential* to a worthy after work. They have not wanted workers when it was settled that there was no other royal road to the positions. Surely a state phalanx of determined teachers can accomplish this beginning of a great reformation, if we choose.

Must we not stamp out the belief that closet-work can fashion a teacher?

But when once the young teacher is fledged, shall we then leave him to the mere devices of the school for future growth?

Greece had its day of rhetors and sophists, excellent transmitters of knowledge; but the time came when this knowledge had been ground so fine through generations of mechanical mills that it was lifeless. A Socrates had to be born, as a Savior of the soul of education, to begin anew the inquiry at life-sources.

We know how pitifully small a portion of our lives has been made of the mere attainments gleaned from our school tasks; but the youth knows it not, and the guardians of the professional path he would enter, stand at every entrance ready to pass him on, if he can give the shibboleth of the books.

Is it not of far more consequence that the teacher have a clear and sympathetic knowledge of the mature people in the community

where he labors, in his purpose to touch harmoniously the mainspring of school life, than to possess a wide intelligence of distant generations in their remote interactions? Are we worth much as pilots of the rising race until by intimate, companionable mingling we have sounded the depths, and measured the strength of undercurrents setting with a tide of impulse born of the ages?

We, who are born with but a single current coursing through the brain, must achieve a second birth into the lives of our heterogeneous population, before we become the efficient means of gendering social unity.

Are we born of puritan lineage, let the teacher seek to be borne into the deepest life of the Teuton; or, if the quick blood of Erin throbs the pulses with ready sympathy and no less ready impatience, let him not disdain the plodding, practical logic of his phlegmatic neighbor.

The harrowing care-gnawing wear of the teacher is an incident not an essential of his work. We wear because we know too little of those with whom we toil, waging an irregular warfare with phantoms of our ignorance.

School *discipline* must be elevated into companionable character-building before teaching will become a lovely or a healthy calling.

Few spots in the circuit of the globe present such varied aspects of humanity, past, present and prospective. The ends of the earth have contributed to make Wisconsin a remarkable field for the earnest student of the transient and permanent in life. Every medical society in the country has long since established as a reason for its being a system of reports of cases in observation and practice coming within the experience of its members. Every practitioner is thus stimulated to a process of definite noting of symptoms and conditions as necessary to even a respectable stand in his profession. To this habit, steadily and silently cultivated by the ideals of individual research presented at every meeting of his brotherhood, do we owe the wonderful progress in sanitary science. From this very influence has come the keen realization of suicidal heedlessness of society in matters of life and death, that prompts the physician, in generous disregard of pecuniary gain, to become the leader in every warning and effort to prevent disease and inculcate right living.

As an association, intended to represent the highest ideals of *our* profession, and to encourage every teacher in those lines of most probable progress, which only the inductions of broad experience can furnish, may we not properly urge that this body formulate some method in its conferences by which we may secure for *all* the best actual results of each member, as well as present essays which mark the crest of sanguine hope or the depths of despondent fear?

BOARD OF INSTRUCTION.

Have not the programmes of our meetings been left too much to the judgment of one man? Brought to the exercise of his duties but for a single year, with all the burdens of a presiding officer added to the duties of his vocation, is he not ill-fitted to impress upon the proceedings of a convention, whose deliberations are freighted with the destinies of a million people, that depth, breadth, or practical character that the occasion demands?

The state has a duly elected bishop of our professional interests, with a band of evangelists carrying the word to every region. But what shall be their tidings of us; that we met in the usual way, fanned our progress through the programme, and adjourned, much as it has been, and quite as it probably will be in years to come?

Would it not be the part of wisdom to institute a Board of Instruction, changing its personnel slowly year by year, which shall organize a progressive system of work at our meetings, devise work for county associations, and co-operate with the State Superintendent, through bulletins of suggestion and inquiry, in stimulating the work of every teacher in the sadly neglected lines of progress?

But what are the probable lines of best progress?

A wondrous world in the domains of nature has been unfolded in this century, and we are as wildly expectant that the golcondas of observation in her fields will pour wealth of fresh thought into our lap, world without end, as was ever the confident adventurer in the greed of Spanish discovery. But the lessons of history hardly warrant such an assumption. Fact collection will scarcely become a prominent feature of school training; but rather the comparison of facts and discipline in just inference. Thus may lives of research mid physical phenomena and laws bear noblest fruits in the realm of mind and morals.

Officials and scholars stand aghast at the appalling exhibit of illiteracy tabulated so industriously. But does any thoughtful man consider this the most important defect in the education of the present generation? Do bald attainments in reading and writing constitute the difference between success and failure in our civilization? Has this stayed the hand from striking the noblest and highest among us when balked vanity put murder in the heart? Does a wealth of memorized facts and formulas subtract a whit from the tendency of man to gratify selfish purposes at all hazards, regardless of any higher principle than safety?

Until generous emulation in unselfish deeds is made a leading feature of every phase of child-training, will there be less of the wasteful, demoralizing contests between employers and employes?

Is it not becoming a serious question how far it is profitable to create a book-world in school-life?

Says the *New England Journal,* we spend years in training for correct orthography, but have no system of morals, much less any definite method of inculcation, developed in our schools.

Is this a mis-statement or a painful truth? Do we sow for a harvest of sharpness or generosity, logical acuteness or broad sympath, polish or purity?

Certainly every year proves that qualities of head are a broken reed of dependence when a pure, honest heart is wanting; and no class of persons longs more constantly for the moral millenium than teachers. But the project of reform seems so vague to our minds, the means so indefinite, that we, who are molding society, do little more than those who govern by the rude machinery of municipalities. We lecture the erring and punish the outlaws, and leave the children in apathetic doubt whether *wrong* and *disageeable* are not interchangeable terms.

The question of morals and manners in the schools transcends all others from the very argument for public expenditures, viz., the safety of society.

That phase of political science that prides itself upon the increasing wants of civilization, is false in moral aspect, so long as these mark merely a more varied and multiplied growth of self-indulgence. The most hopeless tasks of the teacher to-day do not lie among the slowly developing natures, but with those already steeped in habits of petty thought and whim.

It has been settled that these will be reformed less by imposing moral manacles than by furnishing deeper channels in which the abundant currents of human emotions may flow to noble purpose.

As it requires a thousand fold wiser man to induce the budding of a leaf than to lop a limb, it is no wonder that we are so unprepared to cope with a clear method in the emotional nature of the child. Teaching necessarily began on the simple lines of memory and judgment, the culminating aspects in mental growth. But as Bacon opened up the fountains of induction and gave a new birth to deductive method, so must teaching lay its hand on the development of the emotional nature in which are coiled all the springs of life.

We are told that their character is yet too vague to attempt definite work in this field. The history of education discloses the fact that no difficulty has disappeared by miracle, but through the enthusiastic devotion of teachers, self-dedicated.

The crusade against the demon of intemperance, one of the noblest causes of all time, can never complete its glorious work until the teachers and schools throughout this broad land shall have done a clearly defined work of chastening the appetites and emotions of a generation who shall rear altars of purity and truth in all their homes.

Cannot this body adopt some measures by which this culture may be enabled to pass from the phase of sentimental approval into definite and clear process of development?

INDUSTRIAL EDUCATION.

"What shall we do with our boys?" is soon to be followed by "what shall we do with our girls?" and society has deputed the schools to answer the question in an important sense. For what shall the youth of the schools be prepared, when launched from the ways where years have been spent in fitting them for life's voyage is the all important question.

Can more be justly demanded than schools and teachers have actually or in sentiment already assumed?

How far the mulitude of human activities shall find practical place in the school-room demands our most earnest attention. One thing is very certain, the purposes of life do not enter the

thought of school processes with sufficient definiteness. The old scholastic thought of early ages that none needed the discipline of the schools except the favored few with professions in view, still has a practical influence upon school ideals, long after the institution of the public school with a totally different aim.

While few teachers need to-day plead guilty to the narrow and persistent pointing of every promising youth to one of the few professions, are we not still in the non-committal transition state in which we take comparatively little interest in the coming life-work of each child? Is there not here a great field and a most proper function of the teacher?

The preparation of the heart and imagination of each child so that *every* useful trade and occupation of life is not only dignified but endeared to his view, has not, hitherto, been impressed upon the youthful teacher's mind as any part of his work. His interest, therefore, in the vocations plied all around him has been proportionately small, and he has been driven to his room or to his books as a refuge from inanity or decay.

No one shall go beyond us in a regard for the stimulating, purifying, elevating and strengthening influence of the study of nature in her quiet, orderly, consistent laws. But the side of the useful arts is none the less imperatively demanding our attention in the training of these children to cope successfully with the countercurents of a complex civilization.

With the head and the heart made aglow with a self-respecting interest and ready courage for the occupation of the hand as well as of the head we shall hope to send the budding generation forth braver and more truly worthy of the glorious freedom bequeathed by the noble, self-sacrificing struggle of a pure, hard-working ancestry. Each youth will then go *forth* to his trade with a hand ready to strike his strokes with a high hope and trained purpose that will have little need for the sentiment that would press specific occupations into the curriculum of our children.

What training our Normal Schools, and all concerned in the preparation or guidance of teachers, should give to imbue teachers with an ability to worthily occupy the vacant field in our present work, is most worthy of our consideration.

SOME DEFECTS IN OUR GRADED SYSTEMS.

(Read at the meeting of the Wisconsin Teachers' Association, Janesville, July 7, 1882.)

BY SUPT. C. F. VIEBAHN, WATERTOWN.

Though recognizing the superiority of graded over ungraded schools, educationists have not left unnoticed the defects which either inhere in graded systems or tend to be conjoined with them.

Modes of teaching, to be conducive to harmonious growth and culture, must be adapted to the learner's nature and capabilities; and the more nearly perfect this adaptation is, the more effective will the teaching be. The intelligent and conscientious teacher keeps constantly in view the various attributes of his pupils; every feature of their physical, moral and intellectual condition, and endeavors to shape his instruction to correspond. Not only the pupil's present knowledge, but also his health, the amount of his vitality, the degree to which his different faculties have been already developed and their susceptibility of culture; the links of association which his actions, sensations, feelings and ideas readily form; his habits of acting, observing, thinking and speaking; the character of the conceptions that are apt to rise in his mind; the readiness with which to him words suggest ideas, and ideas words; his tendency to rote-learning; the channels into which his imagination tends to run; the correctness of his judgment; the degree of the complexity of his reasoning; the order of the generalizations which he can understand; his tastes; his likes and dislikes; the motives by which he is actuated; his moral sentiments; his power to forego a present pleasure for a future good; his discrimination between the moral qualities of actions — these and other qualities indicate the teaching needed. The pupil's home training, the outside influences to which he is subjected, his advantages in the past and his prospects for the future must also be considered before determining what training is needed. The better a teacher understands each of his pupils with reference to these conditions the better is he prepared to work for a purpose. Though the pupils that have reached the same stage of growth, or have arrived at the same grade in the course, may have many characteristics and needs in common, so that advantage may be taken of this in class instruction; yet with

all their likenesses there remain prominent differences by which the individual is ever recognized. No two pupils are ever exactly alike in mental endowments, or equal in their attainments. Most members of a class differ very much from one another, although they may be nearly equal in that feature which is made prominent above the rest, and according to which a pupil's grade is exclusively determined. No system can form grades consisting of pupils whose attainments are on a level, or whose mental characteristics or development are uniform. The causes of diversity are numerous and ever operating. Pupils are different naturally, having inherited the tendencies and peculiarities of their ancestors. They have, from birth, lived in different surroundings, and have therefore been differently impressed by life and nature. The home influences to which they are subjected are different. Some receive better bodily as well as better spiritual nourishment than others. Some begin school life earlier than others. The attendance of some is regular, of others irregular. These and other causes of differences will always exist. The teacher should remember that the total impressions which a pupil gets out of school are stronger than those which he receives in the school.

In the instruction under a graded system, the individuality and the exact needs of each pupil cannot be fully taken into account. The teaching must have a general character which is suited more to some in the class than to others; but rarely does it give the exact food needed by any *one*. The teacher can adapt the stimuli which he applies only to the average capacity of the class. For some the process is too rapid, for others too slow; for some a principle developed may be too complex to be grasped, for others so simple that it will not sufficiently hold their attention; an illustration that makes a point clear to the one may make it still more obscure to the other; an object or incident referred to may be known to some, but not to others; a train of ideas may pass over a field familiar to one but not to the other; and thus with the unfolding of thought and stimulating sensibilities in general, what may be effective to obtain the desired result with one pupil may not be effective with another.

In individual instruction which prevails in ungraded schools the lessons and exercises given can be made to answer their exact pur-

pose if the teacher has such a knowledge of the pupil as has already been indicated. Every peculiarity of the pupil can be considered; his special motives can be appealed to; the particular knowledge that he already possesses can be completely utilized; his industrial experience can be made to illustrate the principle to be established; his instruction can begin just on the boundary between the known and the unknown, and may advance as fast as his powers permit; the workings of his mind can be followed; his activities can be stimulated, regulated or restrained, according to their tendencies; particular faults can be corrected; his moral perception may be exercised, and his entire worth can be appreciated. In short, when the teacher's work is not hampered by grades, when each individual child is a separate study for him, he can make all the forces in that child work, and he can direct these forces to accomplish the best possible results; but when the instruction is given to classes only, each pupil is but partially reached, and his whole nature is not comprised in the developing process of education.

One of the claims of graded systems is that time is economized; but in one respect at least time is often lost to pupils. The bright or more advanced pupils are often compelled to inactivity if the teacher endeavors to keep the dull or less advanced at the work. If the work is just adapted to the best pupils, those that are backward may become listless because the requirement is beyond their grasp. Another claim for the graded system, that it produces a healthy emulation, is partially if not wholly counterbalanced by the evil of apparent progress, of progress not real but only in form. One member of a grade must pass over as much ground as another, no matter what the mind demands. The consequence is, that if the matter cannot be mastered in reality it is mastered in appearance. If the logic of a demonstration in geometry can not be comprehended it is learned by rote.

In our graded schools, where pupils of the same grade pursue the same studies and perform the same tasks at the same time, it is evident that the lessons given are adapted not to the exact wants of each individual but to the condition of the class as a whole. The graded school does not pretend to give the pupil the exact mental food which his nature demands; it only attempts to supply the common demand. This common demand is however difficult

to ascertain. It is easier to understand a child, than to understand all the common tendencies of a group of children. A graded system requires for its administration a plan or course of study and instruction. Such a course determines beforehand the training to which all the pupils of the city or village shall be subjected throughout their school life. It provides not only for the present but also for the future, for the child of wealth and for the child of poverty; for the child of ignorance as well as for the child of culture. It determines the proper studies for each grade and for each term. The intellectual diet for the child is prescribed beforehand for a period of twelve or more years. The planning of a course of study is a responsibility which is not sufficiently considered by those who generally undertake it. Its attempt should be based on knowledge which is yet in an undeveloped state. It requires more than a knowledge of what goes by the name of psychology. It is a defect of graded systems that their planning is so difficult, that procedure under them is consequently apt to be involved in error; its field is so great and its parts so complex. It is easy to study the condition of a plant before us and to find out what are its present needs to promote its growth; it is a far deeper study to discover the mode of its development, and to make provision for its care at each stage of growth. This case is analagous to that of teaching. We are convinced there are laws of development which should regulate education; but these laws are as yet very imperfectly understood. Now graded systems suppose these laws to be understood, while in individual instruction we go no farther than the case before us. Prospects for the future may serve to guide but they need not be permitted to do violence to the pupil's nature.

Individual instruction is more effective than class instruction in another respect. When a teacher devotes himself to a child individually, a greater impression is made on him than when he is treated as a member of the class merely. In individual teaching the force of sympathy is stronger. The pupil feels that which is being done is done for him specially; he feels honored by the attention given to him, and that he is made responsible for the performance of a task that is assigned to him alone. This feeling is apt to be wanting in a pupil who has learned to look upon himself only as a part of a more important whole. Experience verifies this; and

if individual teaching puts a pupil more under the influence of his instructor, that influence can be exerted to his moral as well as to his intellectual benefit.

Teaching in grades has in all forms, more or less the defect of ignoring individuality, but it has this defect most in the systems which now prevail.

The different departments of mental activity are not developed successively but simultaneously. At least already during the first years of school-life all of the child's faculties have begun to act. The pupil of the lowest as well as those of the highest grades, exercise not only perceptions and memory, but also imagination, and even reason of a lower order; they are moved by emotions and their acts are guided by the will. The mind of the child differs from that of the adult more in the degree than in the kind of development. But if it is true that all the mental faculties are active throughout all the years of school-life, then there ought to be provided courses of instruction which at every stage of the pupil's progress have regard for every side of his nature. At every stage there should be matter of instruction that gives exercise in observing the forms and properties of things, in discovering facts by inferring them from other facts, in representing in the mind objects and scenes real or ideal, as reproductions, or as productions, and relations according to likenesses and differences. There should be in the material of instruction that which tends to instil good and noble sentiments, that which gives the power to discriminate between the right and the wrong, the good and the bad, and will cause when action results the choice of the best. There should be opportunities for exercising the will, and the highest aim in all teaching should be to inculcate such tastes and habits as will make success in life possible.

It is a defect in our schools, and especially in our typical graded schools, that in planning courses and methods, grades and tests, in the endeavor to arrange time and effort systematically, some of the most important tendencies of human nature are neglected. The work which our schools do is not broad enough. It disregards too much some of the most essential elements of education. The curriculum should from beginning to end embrace the entire field of the pupil's interest. The child's interests during the first year

of school are certainly broader than the exercises in reading, printing and numbers named in the course would indicate. Yet six of the child's waking hours are daily devoted almost exclusively to exercises from which at the time the child derives comparatively little culture. Reading is an important branch and should be well taught; but one thing is certain, that, *about* which children should *learn* to read is still more important. Defects similar to those which exist in the primary grades may also be shown to exist in higher grades. The kindergarten starts the child on a broader basis. It provides exercises for all the faculties and furnishes ideas for all departments of knowledge.

Just as all the mental faculties begin to be developed almost simultaneously, so all the fields of knowledge are naturally opened to the child's view and activity during the first years of life. Though the curriculum of the school may be confined to a few narrow branches, yet every child is at the same time taking lessons out of school in getting acquainted with the objects and phenomena of nature, with the peculiarities of human life, and with the arrangements and rules that govern society. His ideals are also generally formed not *in* but *out* of school. If we would have our courses of study conform to nature, if we would have the teacher help in shaping all the influences that effect the child's training, our teaching must comprise from the beginning all fields of human knowledge — nature, human life, language and literature, mathematics, as well as the more essential manual and vocal arts. The technicalities of reading, writing, etc., should at first receive the largest share of attention because common experience does little for their acquisition.

The defenders of the graded systems as they now are may hold that the branches relating to the study of nature and human life had better be deferred until they can be learned in their scientific form; that all that children need to learn of these subjects as long as they belong to the primary or intermediate grades may be learned incidentally, and through common experience. To this may be replied that common experience, though an essential auxiliary to education, should not be left without the control of formal instruction. Unguided experience is at no time as liable to beget error, prejudice, false sentiments and injurious habits than

during the first years of school life. As the forces which act on the pupil out of school are as a class more influential than those of the school, it ought to be one of the important functions of instruction to regulate the training resulting from common experience.

It may be said that though all the faculties make their appearance at an early period in life, they attain their higher development and greatest susceptibility of culture later and at different periods—first perception, then memory, then imagination, then reason, etc. This is true, but high development and great susceptibility of culture are not produced spontaneously; they must result from previous culture. So that the mere supposition of a high degree of activity in any faculty implies a previous training. And all children get more or less of this, informal though it be, not so much in that artificial institution called a school, but through the ever present influence of nature and of life out of school. It is to be regretted that the school does so little to supplement and to regulate this training. It is a truth generally accepted that a harmonious training of all the faculties is conducive to the health and growth of each. A healthy body is a condition to a healthy mind; intelligence is essential for the formation of good taste and sentiment; good tastes and sentiments for moral conduct. If, however, one faculty receives more than its proportionate share of exercise the others will be the losers, there being but a limited amount of vitality to expend on all.

Courses of study generally make provision for the intellect only, and in the domain of the intellect the first place is assigned to the memory.

Tests for determining a pupil's grade are generally so formed that his informal acquisitions count for nothing. Examination questions generally appeal merely to the memory of facts. The standing obtained on an examination as usually conducted does not indicate all that may be valuable of a pupil's mental acquisitions. It shows nothing pertaining to habits of life or to moral insight, almost nothing pertaining to aesthetic culture, but little pertaining to his way of thinking, to powers of generalizing and of creating products of the imagination. Memory of facts, understood or not, is too often almost the only criterion on which a pupil's standing and grade is determined. The consequence is that mere memoriz-

ing, as it brings what will be considered success, receives an undue amount of attention; and the other capabilities of the mind remain neglected. Have we not something better than formal examinations for testing the pupil's real standing in the course of his development? Has not the intelligent teacher under whose immediate charge the pupils have been for a year or longer, a better knowledge of their attainments than any examination can disclose? The general impression which a pupil has made on the mind of his teacher, although not expressible in a rate per centum, is a surer index of what he is, has accomplished, and what he is able to do hereafter, than any formal test which a superintendent or principal can invent. Examinations are necessary when we have no better tests; but when the acquaintance that results from the daily intercourse between teacher and pupil can be referred to, examinations should at least not be the only tests.

All departments of knowledge contain elements suited to different stages of progress. In the department of nature, pupils of primary grades may profitably study the obvious parts, colors, forms and properties of common objects; those of intermediate grades are able to discover some of the less obvious properties, to note simple relations, to compare phenomena, to form tolerably correct conceptions of objects from descriptions of them, to group similar facts and to discover simple laws; those of higher grades are able to do all this, and beside, they are able to discover properties more or less hidden, to give facts a more definite form, to make higher generalizations, to classify, to understand phenomena in their relations as causes and effects, etc.

In the department of human life, the pupils of the primary grades can observe simple actions as they occur in the experience of daily life, something of our dependence on others, and learn to discriminate between proper and improper conduct. In the intermediate grades the common occupations and pursuits of life, the industrial and social relations observed in daily intercourse, the simple facts relating to the possessions and organization of different communities, human character as represented in narratives and simple biographies, the natural consequences of good and bad, of wise and unwise actions, etc., all these subjects in a concrete form may be presented. In the higher grades, history, civil geography and the elements of the political sciences can then be profitably pursued.

In like manner it can be shown that the subjects of other departments may be arranged into lines of study, each line extending through the entire school course and beyond. Reading would lead into literature; object lessons into natural history and then into science; elementary lessons in the doings of the people into civil geography; biography into history and finally into social science; lessons on form and number into the mathematics; word and sentence lessons into etymology and grammar; the art of imitating into the art of producing. These lines of study have already been recognized by many educationists; but as yet they have entered into the teacher's work but to a limited extent, except so far as development asserted by nature will not be entirely ignored. It is a defect in the economy of our graded systems that the relation of successive studies, and the preparation which each is for the following, are too little taken into account. If they were, it would be found that it is not only possible, but advantageous to arrange studies into lines as indicated.

Time is a necessary element for mental acquisition. A study disconnected with all other studies and pursued for a term or two, only leaves little permanant impression on the learner. The young men and women who a few years since finished a high school or even a college course which consisted largely of one and two term studies, often confess to-day that not even a connected outline of the knowledge thus sought has been retained; and they generally console themselves with the imagined culture that was acquired with the knowledge that has vanished. On the other hand, if a study is extended through a series of years the parts of it may be distributed according to their difficulty. The transition from the concrete to the abstract, from the simple to the complex, from particulars to generals, and from generals of a lower to those of a higher order, is more gradual and more in harmony with natural evolution. The acquisition of knowledge then comes naturally, and is not forced. Each succeeding stage is necessarily then a review and application, as well as an extension of the knowledge obtained in that preceding. Under normal conditions that knowledge is pursued with the best success which has the greatest interest to the learner. Interest is the natural spur to attention. Now it may be shown that each phase of a branch of knowledge has

quality of interest to the learner in the highest degree when he has just reached that development which enables him to master it.

Take history. At the age of ten the learner can already be interested in incidents that center around individuals, around heroes. At the age of fourteen interest can be aroused for events in general, as they change one scene into another. Not until sixteen or eighteen does the learner take much interest in the causes and effects of events and of social conditions. Each period of school-life has its peculiar interests and character which adapt it for the study of certain features of a branch. We know that older pupils are careless as regards the memorizing the dates and particulars of events; and if it is attempted to teach younger pupils the philosophical bearings of history, they may repeat the statements as found in text-books, but whether they make the corresponding connections or not is another question.

An athlete takes no interest in practicing the feats of little boys; neither would he derive any discipline from them. He chooses such exercises both for pleasure and profit, as require some exertion. Intellectual training is in most respects analagous to physical training. An exercise in either has both the greatest interest and the greatest disciplinary value for the learner when a certain amount of exertion, neither too great nor too little, is required by it. If we give to mature pupils lessons which young children can master, both interest and discipline will be wanting.

Habit is almost as important an element in intellectual as in moral education. A branch has been successfully taught when the habit of thinking about it and of making investigations in it, has become fixed. But the inculcation of permanent habits requires years. A branch studied but a short time and then dropped to make room for another, which is not a continuation of it, has no persistency, and is soon forgotten. But when it, in one form or another, is continued from year to year, it becomes gradually assimilated with the intellectual life of the learner, and its pursuit will not end with school days. Educate for life is a good old maxim that is heeded too little in our graded systems. Our youth are made to look upon school-grades and school-courses as things that must be passed through to reach real life beyond, but not as things that have relation to that life, as a preparation for it. The conse-

quence is that there is too little real study for profit. Branches are completed or books finished for the purpose of passing examination in them, and to reap the honor which a place in a higher grade or a diploma bring with them. When a branch is finished, as the saying is, it is often literally finished. County superintendents know something of the injurious effects of finishing studies in graded schools. At teachers' examinations, applicants who have never attended any other than mixed country schools, often outrank the graduates of our high schools. This happens because they studied arithmetic, geography and history several years in succession, and there was no curriculum that limited these studies to a fixed time or grade. But the high school graduates had finished these subjects, perhaps, already in the grammar grade, and since then they had been considered as unworthy of further notice. The unphilosophic plan of much that goes to constitute our graded systems is a defect which tends to make school a machine in which things are not valued according to their worth, but according as they will fit as parts.

Graded systems are without doubt based on a wise economy; and when they shall have been planned more in accordance with the real process of development, and so administered that their obstruction of individual tendencies is the least possible, we may expect from them better results.

EUROPEAN SCHOOLS.

(Extracts from the Address before the Wisconsin Teachers' Association, at Janesville, July 7, 1882.

BY MISS SARAH A. STEWART.

[We regret that Miss Stewart has been unable to prepare the address in full for publication which she gave at the meeting of the Association at Janesville. She has kindly placed her notes at our disposal, but these give only the principal points discussed, and lack altogether the spicy flavor added by the extemporized comment, apt illustrations, and witty interpolations of the speaker. But we know our readers will be pleased to have the fragmentary extracts we are able to present, in a form to preserve. They will remind all who heard the address of a most pleasurable hour, and those

who did not, that Miss S. has lost none of her ability to see, and hear, and think, and reproduce all for the benefit of such as are not favored with equal opportunities for travel and observation. EDS. JOURNAL.]

The extent of the field covered by my observations, and the limited time at my disposal for visiting European educational institutions, prevent my setting forth any ultimate conclusions, after visiting Kindergarten and public schools in the five leading countries of Europe—England, France, Germany, Switzerland and Italy. It is impossible even to allude to higher institutions of technical and art education, in which we know those older countries are so rich. I simply note here what interested me most; especially the points of *difference* between our schools and those of Europe. The public schools of Europe are not open to everyone who wishes to visit them. On the contrary quite a diplomatic negotiation must be carried on before admission is gained. The reason for this is not a fear that one is going to steal their excellencies, but is only a part of that intense ceremonial life of which we read, but cannot fully understand until we come in contact with it. Perhaps, too, they think promiscuous visiting would interrupt the work of the school.

I am sorry to say that my democratic breeding was too strong for ceremony, and favored by my insignificance, I wandered into a great many schools, in out-of-the-way places, and gained a good deal of knowledge of the smaller schools surreptitiously. I was always pleasantly treated by the teachers, who were mainly ladies. While upon the question of ceremonial, I will state that the spirit and manner of deference and politeness that comes from long ages of caste and rank is a marked characteristic, and one of the great differences between the schools of the old world and our own. They teach directly a deferential manner to superiors. Teachers and strangers are so regarded. I never entered a school room in France, Germany or Italy, when properly introduced, that the whole school did not rise and remain standing, until asked to be seated. Polite salutations were given, where an American schoolboy would stand and stare, if he did nothing worse. While the manner of servility which comes from long ages of serving, crushing out the spirit of manly independence, may not be better than

the rude simplicity of our American boys and girls, I wish to say that we would do well to copy from the schools of the old world something of their outward polite manners, to teach in our schools, directly, politeness, as well as the multiplication table.

The common school of Europe is more of a charity school, only the poorer classes attending. This is especially true of English, French and Italian schools. The children often have that mean, pinched, stolid look that comes from extreme poverty and no hope of a better condition. I think I never saw a more pitiable sight than the long processions of school children standing on the streets in Paris. Yet by their soup kitchens, their care to prevent over crowding, they care for the health of school children in a way that we do not. Applicants for admission as pupils are enrolled and admitted in regular order when a seat becomes vacant. In the matter of heating and ventilation great care is taken. This is particularly the case in the newer buildings of Germany. Thermometers properly hung, seats higher or lower according to size of pupils, slanting desks in the form of easels, light striking from the left side or back and very great care of the eyes, are other special features of European schools to preserve the health. The new school buildings of London, of which the school board are so proud, are large brick or stone buildings, built around open courts, which are paved with stone and used as playgrounds. The floors, stair-cases and partitions are all of stone, and the partitions are neither lathed nor plastered, but present their native bare ugliness. The windows are high and small, and the walls are not ornamented at all. The schools are like prisons. It is impossible to describe the feeling of utter cheerlessness that the whole building inspires. I can think of only two advantages of such buildings — they won't burn, and they are likely to last forever. No attempt to build fine edifices, architecturally considered, seems to be made. Where the rapidly increasing school population has made it necessary other buildings are used for schools. Often the darkest and most unwholesome places, such as ancient monasteries and convents, were used for this purpose. In such places one fancies the ghostly array of the spirits of the past looking down upon them. It is chilling to the fresh enthusiasm of youth. On the whole, I saw no country where the school architecture and appliances were equal to our

own for the common school. I cannot say the same for the matter of organization and supervision of the public schools. There is no end of departments and officers for carrying on the work of the school, and their management partakes of the complexity characteristic of monarchial forms of government. The London School Board is a little kingdom within a kingdom. It has under its control 750,000 children, a population greater than that of any other city of England. Its property in lands and school buildings make a principality, and its annual expenditures are numbered by millions. So the monarchial ideas governing the state enter into the school. They have what corresponds to a king and parliament, officers and sub-officers, heads and sub-heads, and no end of committees for conducting the business of the little realm. At the head of many committees stand members of the nobility. One is surprised to hear that My Lord So and So, or the Earl of Somebody, or Lady This and Sir Charles That will examine certain departments, and is fairly overawed by the dignity and learning of her Majesty's inspectors, who look after the general work of the schools.

The free school is not popular in England. It has to meet the hostility of the clergy and church schools, and the conservative spirit of the lower as well as higher classes. Much of its present life is due to the influence and sustaining power of a public-spirited nobility. The number of reports he makes out makes life a burden to the London school teacher. One assured me that he had to make out eighty-five different reports during the month, and bewailed the fact that it made the office of principal mainly a clerical one. Quick work is often done as a result of this, however. The principal of a London school brought the school to order, called the roll of over 100 children, examined eight different classes by both oral and written methods, all in one hour! The programme is the same for all schools of the same grade, so that when one hears a class in Paris say the multiplication table, one may be sure that it is being said in the schools all over Paris at that time. The inspectors may happen in at any time, and it would not be well for any teacher to be found not at work on the programme of study. The schools of Paris are governed by a pressure from without rather than by a live principle from within. The result of

constant espionage here seems to me to be mechanical and lifeless work from the teachers — there was not that spontaneity about it that we see in our schools. In purely mechanical work, however, such as writing and drawing, most excellent results are secured. The Head Director of the Pedagogical Museum of Paris, in speaking of the Milwaukee exhibit, which is filed here, said that the children of America did not all write well. I said, in paliation, that we had sent all our work, good and bad, but he replied that in Paris all children wrote well, and I must say my observation confirmed the statement.

The foreign school-boy grows up with the settled conviction that his own country is the greatest country in the world. He learns little geography outside of his own land. In one of the recitations which I heard in England I was introduced to the class as a lady from North America. I felt sufficiently located. Many questions were asked me. Whether the war was between North and South America? One little girl asked me if I spoke English before I came to England. She thought I must have done so, for she said I spoke it very well.

The change that has been going on in the philosophy and method of education, since the days of Pestelozzi and Froebel, as yet finds very little expression in the schools of the old world. The germs of the new education are, however, apparent more in the minds of the few leaders who are talking theory, than in the rank and file, who are doing the work. The ideas of this education are opposed to the principles of monarchies. "We do not teach our boys and girls to ask questions." They educate for industrial, commercial or military pre-eminence, and instil an unquestioning obedience to authority. There is an unspoken dread of having existing institutions questioned for fear they will be overturned. The new education and its doctrines flourish best in republics. Education is given the masses because it teaches children to work, makes better citizens, increases the nation's wealth. Not one in five hundred will give Froebel's reason, that it puts a man in possession of his powers, not only that he shall make a better unit in society, but shall also be fitted to get the greatest amount of happiness for himself.

Religious instruction in the public schools has never been questioned. Our pet question is never mooted. The question, if any,

that arises, is as to whether Protestantism or Catholicism shall be taught—not whether religion or irreligion shall prevail. No religion, is a step that would be regarded by people of all religions as leading to disaster. In France and Italy an hour a day is allowed for religious instruction.

Boys and girls are educated separately in all grades above the kindergarten. The main reason given is that boys need to be taught different things from girls. The best school rooms are given the boys where any choice exists. The tradition holds that the fathers are the hope of the race, and not the mothers. The subjection of girls and women in foreign lands makes an American woman grateful for the accident of her birth. The girls are taught sewing, knitting, and the elements of the common branches just as boys learn them. The teachers in most schools above the lowest primary are men, from my observation. During the last decade, however, the number of women teachers has been increasing.

In answer to the question, How does education abroad compare with our own? I should say that in the line of school architecture and appliances, courses of study and direct efforts at teaching, we were superior. In technical, industrial and art education we are inferior. In indirect ways of education also we are inferior. Every child in London, for example, has access to the zoological gardens, to the royal botanical gardens, to museums, South Kensington and British, and to the national galleries of painting and sculpture. In Germany and Italy the children hear the finest music, and you hear boys on the streets whistle the finest operas the world knows, and they know, too, when a false note is struck as well as a prima donna. Yet though they have these wonderful indirect ways of education, though they might climb from the gutter to the university, it is not for them to do it. The pressure of caste and poverty for so many centuries renders them hopeless and holds the poor and ignorant where they are. Multitudes in London never heard of the things I mentioned.

So for all this, I would rather be in possession of our unlimited possibilities in every direction, with the spirit and opportunities we have for going ahead, than to be in any other country in the world.

SELECTED.

THE READING CLASS.

BY T. W. FIELDS, RIDGEVILLE, IND.

The teacher who expects to attain the best results in her management of the reading class, must be attentive to the following particulars: 1. She must comprehend what are the desired ends of her teaching of this class. 2. Knowing these, she should understand the best means and methods of reaching them. 3. She will have to be persistent in her efforts to accomplish them, and be able to know when a fair degree of proficiency is attained.

I propose only to say a few things concerning the first of these particulars — the ends to be accomplished in the teaching of the reading class. When I refer to the reading class, I wish to be understood as that class which begins with the child in its first attempt to learn the signs of ideas as associated with visible objects, and continues on up through every grade of advancement, till it finally emerges from the tuition of a teacher. The question which every faithful teacher should settle within her own mind is, "What are all the objects to be arrived at in teaching reading? What is the nature of them?" If she has finally settled this matter, she should then familiarize herself with every principle, every method calculated to develop that purpose, until to her mind they are as simple as the alphabet,

To one who has never given this subject much thought in its broadest sense, an outline of the main things to be accomplished may not be inappropriate:

1. *A Mastery of Words.*— The beginning point in the commencement of teaching every child is to teach him *words.* He must be taught to recognize them as the representatives of ideas, first as the signs of objects familiar to him; and as he advances, by reversing this order, for he then learns *ideas* by learning to recognize words which before were not familiar to him. When the child learns to know a word, he should be taught to speak it, and write it. By the latter process he is taught to spell the word. It will not be attempted in this article to suggest methods. The skillful

teacher's ingenuity will devise her own. The result is all that shall claim our attention. In the mastery of words, the pupil must learn: To *recognize* the word; To *associate* the word with the *idea* it represents; To *speak* the word, and *spell* the word by *writing* it. The accomplishment of this result is not confined to the primary teacher, but will continue to be an object of importance as long as the pupil studies the art of reading. The methods only will need varying.

2. *Delivery.*—After the pupil has been taught a sufficient number of words to construct into sentences, he then should be taught to read them in a proper manner. The first principles of delivery should be taught them at once. The habits of articulation, emphasis, inflection, etc., are only perfected when they are enforced in early youth. As the pupil progresses, more of the principles of expression should be taught him, and when sufficiently advanced, the terms, definitions, rules, etc., of elocution should be mastered. All the arts of oratory, all the graces of the elocutionist should be taught, if he continues in school long enough for their accomplishment.

3. *Increasing the Child's Vocabulary.*—No other subject is so important as this. When a pupil becomes the master of a large vocabulary of words and knows their meanings, he is then in possession of such means as enable him *to think.* Our ideas are always *thought* in words, and *expressed* in words. If we notice our own cogitations, we will always find ourselves employing words to aid us in following out a train of thought. The child's knowledge of words should be as much expanded as is possible. Right here I will venture to suggest that the dictionary is perhaps the best aid in the accomplishment of this end. Giving definitions, synonyms, and the various meanings, will be a most valuable exercise. As the pupil progresses, a study of the etymology of every new word coming up for discussion will strengthen this knowledge. A thorough drill in these exercises will prove most invaluable to the pupil in the pursuit of the knowledge of other branches.

4. *The Study of Language.*—The reading recitation affords many and excellent opportunities for acquiring an intimacy with the structure of our language. The relation and government of

our words may be taught a long while before the pupil is capacitated for the investigation of technical grammar. Certain slate exercises on the reading lesson will result in a development of the powers of expression. Children under skillful teaching will have made considerable progress in a knowledge of their language while yet reading in the primary readers. It should not be taught in a desultory manner, either; the simplest principles should be first developed, and afterward more complex ideas mastered. What is taught should be thorough as far as it goes.

5. *Learning the Elements of other Branches.*— In our reading books, there are many lessons which teach facts pertaining to other studies. Biography, history, geography, and science, are all more or less represented in the reading exercises of our text-books. The teacher should see that they are fully understood by the pupil. It will often be necessary to supplement these lessons with explanations by the teacher, in order to make their meaning plain. It is proper that pupils have regular exercises in reading writing, or script. Lessons placed on the board by the teacher, in which are stated the elements of science, or some other branch of knowledge, will answer a two-fold purpose — a reading lesson, and a lesson in a collateral study. Such lessons heighten the interest, quicken the thinking faculties, increase the common fund of knowledge, and improve the memory.

6. *The Study of Literature.*— Just now this subject is receiving some of the attention that its importance deserves. While it is impossible to discuss this matter as fully in a brief space as it merits, a hint ought to be sufficient to the wide-awake teacher, that her work is not satisfactorily nor effectually performed, if she passes this matter unheeded. Biographical sketches should be written on the board, and the pupils encouraged to hunt up information on the same subject for themselves. They should be further required to write such sketches. They must be instructed in the peculiarity of style of each author. The productions should be analyzed, and the choice thoughts memorized. By beginning with the child at an early age, and teaching no more than it is able to comprehend, and keeping at it, until it has grown into the young lady or gentleman, a large amount of culture in this direction will be quite perceptible.

7. *The Cultivation of the Voice.*— If the teacher is perfectly well informed regarding *all* that is incumbent upon her in developing a proper culture of her pupils, she will not neglect this. No rules are to be given here. Pleasing voices delight us all. They impress us agreeably or otherwise, according to their character, and if there is such a thing as improving an unpleasant voice by cultivation, that teacher is greatly to blame who fails to make an effort toward its accomplishment. The voice is susceptible of cultivation to a great degree of power; its expression may be made beautiful and various; and its care should constitute a large share of attention. The nature of certain kinds of food, the dress, the use of stimulants, and exercise, should be fully explained to every one, and all be required to conform to such rules as will promote and preserve its power and beauty.

8. *Cultivating a Love for Reading.*— No teacher has fully succeeded who has failed to implant in her pupils a passionate love for reading. Not reading for mere entertainment of the mind, but the nobler, the higher uses of seeking wisdom in the realm of thought, as it is to be found in books and papers. That individual is poorly prepared for life who has not been taught to enjoy the great pleasure of perusing the thoughts of others. Reading should not stop when the school life is ended, nor when one settles down into a home and business of his own. All should read, not anything and everything, but should be taught to read in a systematic way. Thus will they round out their intellectual talents in all directions, and verify the truth long ago stated by Bacon, that "Reading maketh a *full* man."—*Indiana School Journal.*

DIG OR DEVELOP.

There are two ways of attempting the mental training of a child, each as old as humanity; each represented, to-day, in every gathering of teachers in the newest American state. Evermore we have with us the sturdy brigade of masculine and feminine instructors in the fight under the banner of "*Dig.*" To their comprehension, everything worth having in the line of mental acquisition must be won by the sweat of the soul; conquered by main strength; wrought

out, with as little aid as possible, by the pupil working alone. To the out-and-out-disciple of this gospel of Dig, an old-fashioned text-book crammed with blind rules, laconic statements, "rich windows that exclude the light and passages that lead to nothing," is a God-send. Turn your scholar into that book as into a ten-acre lot, nail up the gate, and watch the process of his getting on.

Of course, under this heroic system of dealing, a certain proportion of pupils in all schools do get on. There are boys who, if shut up with Webster's "blue-back spelling-book" while yet in short clothes, would learn to read and spell and find their way up and down this dreary pasture for souls. And since the teacher we speak of is probably one of the favored few who has succeeded in this blind push toward the light, he is confirmed in the notion that herein is the secret of education. But there are two difficulties in the way of the complete triumph of this theory of mental training. In the first place, it is certain mental disorganization or death to the vast majority of children, who are not extraordinary creatures at all. To such the prospect of "digging" out an education, so stimulating to a child of genius or uncommon energy, is simply appalling. After a few efforts, more or less heroic, the great crowd falls away from the citadel, content to occupy the outlying fields of dim half-knowledge. Their school-life is a wandering about the foot of a great mountain, whose steep cliffs frown upon every real attempt to scale its summit, and life henceforth takes on the same aspect. Living in the superficial relations of things, this multitude drifts through existence with small influence on affairs and little genuine apprehension of the vital lessons of Providence; lives and dies, the "common herd." And the melancholy thing about it is, that the rough-and-ready disciples of the gospel of Dig accept all this as the ordination of the Lord, and solace themselves with the Carlyleian philosophy, that only he has a right to succeed who can trample down every obstacle, and ride over the heads of the masses of mankind. So through the ages of the past, the path of knowledge has been kept so steep and difficult that only the highly-favored could scale it, leaving the majority of the human race fit subjects of the exclusive few who have earned the right to rule by a conquest of every difficulty along the steep and rugged way that leads to the heights of power.

But, unhappily, this is not the worst of this thing. The most deplorable effects of the Dig theory are apparent on the few who have succeeded. Few successful men are willing to be told their faults, and none to be shown that their success is often a curse rather than a blessing to the world. The achievement of fame, wealth, scholarship, power, by a long course of such desperate effort is too often accompanied with a breakdown of many of the higher qualities of manhood. It is a fair question, whether the advantage to any given American community from the rise of an ignorant, relentless, and able country boy to the status of a millionaire is not ordinarily a positive harm. In the whole idea of life he represents, his ordinary style of doing business, his selfish, often brutal, use of wealth; such a man easily becomes a moral and spiritual blight that all the clergy and churches cannot overcome. And, in the same way, who can describe the havoc among children of tender, dependent, and slow natures wrought by one of these rough boars of a pedagogue; a narrow classicist, who only believes in what he has dug out from the vast mine of Latin and Greek; a ferocious mathematician, who gets astride a system of public schools and rides it like the Old-man-of-the-sea for a generation; a hard, conceited, materialistic scientist, who leaves out God, the soul, and all the sanctities, and rolls on like a thundering fate over the steel rails of his little pagan system of the universe? When we look at the outrage of all the higher and more sacred interests of man from the supremacy of men of this type in the universities, the professions, the governments of the past, we can understand that all is not lovely, even in this paradise.

In short, the gospel of "Dig" labors under the chronic disability that besets any theory which exalts one element of mental and manly life above all others, and makes salvation consist in fealty to that alone. Doubtless the element of personal resolution, will, energy, patience, persistence, is one of the chief pillars of manhood and womanhood, and without it there can be no great success in scholarship or in life. But this is but one, and not the highest, element of human success; and in the bald and crude way in which it has been held up to past generations of students, often a misleading element. The backbone of a man is a great convenience, but a spine is not a man: and he who tries to build up a theory of edu-

cation on the omnipotence of sheer personal energy and force of will in the mental world will come to grief. For while the application of personal power at the right time and place is indispensable to success in youthful training, all real growth depends on finding the fit time and place, and best way of its application.

We used to hear a story of a poor little boy who, one day, fell into a swift, deep mountain-stream on his father's farm, just able to hold on, for a brief time, by a sharp rock in mid-water. He called to his father to cut down a tree below him, that might fall across the torrent and save him when his strength should fail. The half-crazed father seized his axe and cut away for an hour at the tree with almost superhuman strength, and, at the end, fell powerless upon the ground, while the tree was hacked into chips from the roots as high as his head, and the poor child was swept down stream to his death. A dozen blows of the axe in the right place would have brought down the tree and saved the boy. So, in education, the wise teacher will guide the pupil to the right place to "dig," show him a few vital points where he must clench and wrestle with his theme; and not tire, distract, or destroy his mind by forcing him to waste his strength in useless conflict with difficulties beyond his reach, or out of the line of the true development of his better-self.—*N. E. Jour. of Education.*

EDITORIAL.

Looking out of the window near which this article is written, two or three score of workmen are seen engaged in laying the foundations for the addition to the state capitol in process of erection. These workmen possess different degrees of skill. Some are doing the roughest part of the work, where only strength and endurance are required; others are assigned portions of the work requiring good judgment, a trained eye as well as strength; still another section are employed in "facing,"—workmen having with the qualities of the others, superior skill and taste, and the dexterity in their calling which comes with long experience, training under competent masters, and intelligent observation of and association with skillful workmen in their trade.

Another thing observable is that every precaution that forethought can suggest is taken to economise time, strength and vitality. Care is taken that the material each is to use is provided in good season, placed in most convenient position, and in sufficient quantity; that the staging upon which they

labor is so firm and strong that there is not only no danger to the workmen, but also that there is entire relief from all anxiety or apprehension. Small boys even patrol the premises, carrying pails of water and drinking vessels, that every man's need may be quickly met without loss of time or effort in seeking the supply. In a word the whole business is thoroughly *organized*.

These men are not doing the part of the work each is engaged in, because they *happen* to take position where the kind of work they are doing needed to be done. Intelligence has been exercised in selecting these workmen of various acquirements in due proportion, and assigning to each that work for which he is fitted. And so the business has been organized upon a carefully devised plan. Attention has been given to the smallest details in this plan, and so the work goes on systematically, rapidly, successfully.

But not merely because of skillful planning and organization. One or more of these men might lag in the work, or make mistakes, or get out of place, and thus introduce confusion, delay, loss, and well nigh thwart all the planning and organization. Something more is needed; and that is supplied by thorough and constant *supervision*. One or more men, thoroughly conversant with the whole plan, carefully oversee the carrying out of every detail, see that every man and every boy does just that work in the right way at the right time that will insure the progress of the whole, and avoid all collision, friction, delay and mistakes. To appearance the supervisor has a comparatively easy position. He does not lift and place in position the heavy stones, does not manage the ponderous derrick, does not dexterously handle the trowel or the hammer. Yet the contractors understand, and the workmen understand that he is an indispensable factor in the best success of both parties, and that the arduousness or effectiveness of his work is not measured by the agility with which he moves about, or the muscular strength he expends, but by the vigilance with which he watches the whole business, the forethought and intelligence which he exercises in order that every man may be fully occupied every moment to the best advantage, and the vigor and determination with which he uses his authority in directing the movements of all the forces employed. Both contractor and workmen very clearly perceive that upon the competency and faithfulness of the supervisor depend the best results of all the parties in interest.

This train of thought has been suggested by several things which have lately impressed us with the fact that, while in the commonest affairs of merely material life, men act with intelligence, good judgment and discrimination, in the higher realms of mind and spirit quite the contrary is true. Not but that wise planning and good theoretical organization and supervision are approved and sanctioned, so far as embodying forms for these in statutes is concerned; but in administration, the utility, wisdom and necessity for these things are practically ignored.

The law makes adequate provision for the organization of the business of public education, and for the supervision of the work. Does it not? Let us see.

1st. We have the state superintendent, with provision for his "advice and consent," as a condition precedent for many features, with judicial powers for arbitration and determination as ultimate authority, and with provision for inspiring and inciting to best effort by personal presence and contact at centers of educational influence.

2d. We have the county superintendents, charged with special functions to be exercised in cooperation with the state superintendent, and the vigilant oversight of the work in its details, as planned and devised by himself in conjunction with others.

3d. We have the district boards and boards of education in cities, who represent the localities where the work is to be done, and upon whom are devolved in large measure whatever of immediate and definite provision is to be made for the organization, management and supervision of the schools.

Surely this ought to cover all the ground needed to be covered. It is of the latter element that we wish now to say a word. Upon the district board more than any other one thing depends the success of the school. With intelligent, conscientious and active district boards in all of our school districts, incompetent teachers and unfit superintendents would soon disappear; unseemly and incongruous school house environments would soon be things of the past; and the reproach that our schools are promoting idleness, ill manners, and vile habits of thought and speech, would be a slander, and without foundation in fact. Instead, the school house would become the center of intellectual, moral and social culture and influence, pleasant and not extravagant in its design and surroundings, complete and convenient in its arrangement and appointments, and the school a place for industrious and continuous attention to the purposes of its creation.

We speak thus emphatically, because fully persuaded that this is the truth, and that school officers and school patrons have need that their attention be called to the subject, that they have need to be more strongly impressed than heretofore how largely the success or failure of schools depends upon the careful, constant and intelligent supervision and attention given them by local boards. We say these things also with full knowledge that the electors hold the purse strings, and ultimately control the means necessary to support schools. With three "good men and true" however, in the majority of communities, determinedly but kindly set in the interests of good schools, with the co-operation of such as would naturally gravitate to their support, and sustained by the officials of other grades in a wise administration of their trusts, no man may say how quickly a public sentiment may be created which would refuse to tolerate much that is now allowed to pass without comment or notice.

But this article is already too long, even for an introduction, and we must defer further discussion on this point for another occasion.

A. E. Tyler, of the graduates this year in the full course at Whitewater, becomes principal of the school at Trempealeau.

RECENT inquiries by letter, and correspondence relating to the annual reports of district clerks, induces the belief that a few plain words concerning the records kept by school officers and teachers may be helpful.

Inquiry has been made as to just what books ought to be kept, and what entries ought to be made therein. The impression seems to prevail with regard to school records, as with book-keeping, that they are complicated, and therefore difficult. The truth is that in both cases the plainest and simplest plan possible to adopt is the best. We will outline a system for a school district, which any person of average understanding can keep, and can comprehend when kept by another sufficiently to make all reports required by law or by the department of public instruction.

1. The Clerk should be provided with a book of school district order blanks, with stubs attached. The number, the amount, the person to whom paid, and the purpose for which paid, should be entered in the stub, and that left in the book when the order is detached and delivered to the party entitled thereto. The Clerk should also be provided with a blank record book of 150 or 200 pages, in which he should record the proceedings of each annual and special school meeting. He should also record the affirmative action, determination, or vote of the district board at the meetings held by the board during the year.

2. The treasurer should be provided with a blank book known as a journal, or day-book, in which he should credit the district with each amount he receives in behalf of the district, at the time of receiving the same, specifying the date of the receipt, the person from whom received, and the purpose or object on account of which the same was paid to him. On the page opposite, the treasurer should charge the district with each and every amount he pays out on behalf of the district at the time the same is paid, specifying the date of the payment, the number of the order on which it was paid, and the person to whom it was paid.

3. The teacher should be provided with a daily register, in which the name, the age, and the presence or absence, tardiness or punctuality of each pupil should be recorded, the absence and tardiness for each one-half day the pupil is a member of the school being noted by such device as the teacher may prefer.

The teacher should also be provided with a blank record book, the two pages of the open leaf of which can be ruled in parallel vertical columns, numbered and lettered as follows:

Age.	NAME.	1st month.	2d month.	3d month.	Total days attendance during year.	Time lost by absence.	Time lost by tardiness.
16	John Smith.....	19	20	20	59	1 day.	1 hour.

In this book the name of each pupil should be entered once during the year, and only once. The teacher should be required to post against each pupil's name, each month, from the daily register, the number of days the pupil has attended school, the number of days lost by absence, and no teacher should be paid the wages due upon the contract until the clerk has inspected the book and found the record complete. The time lost by pupils by tardiness is not usually deducted from the days of attendance, though it would be proper enough to do that, but only that lost by absence of at least one-half day. As many vertical columns would be needed and numbered on each open leaf, of course, as there are to be months of school maintained during the year, one column for the total attendance during the year, and two for the other two items.

The teacher should also be provided with another record book wherein the classification of the school is recorded, with sufficient margin against each pupil's name and between the class groups, to enable the teacher to note at the close of the term the point in each study to which the pupil has attained with sufficient thoroughness to warrant his commencement at that point the ensuing term. At the close of the term the board should require the teacher to deposit this record with the clerk, and refuse to issue the order for final payment of wages due until the clerk testifies that such record is complete and is deposited with him.

These books can always be procured at ordinary book stores, or through such, are not difficult to keep, and if kept, would so simplify the work of making out the annual reports required by law, that for mere selfish motives it is the interest of every school district to have them and the rules suggested relating to them enforced.

And teachers ought cordially to co-operate in keeping full, plain and specific records. If employed as clerks in a dry goods or grocery business they would expect to keep a memorandum of every transaction so carefully that the employer could at any time determine the nature, extent and value of his business, and the efficiency of the agent to whom it is entrusted. It is not an extravagant demand that school officers and patrons be able to determine the same things relating to the more important business of public education by the records kept by the agents through whom that business is immediately carried on.

The Ruttan Manufacturing Company, of Chicago, is rapidly securing the lead in the matter of heating and ventilating public buildings in this state. The normal school buildings at Whitewater and Oshkosh, the high school buildings at LaCrosse, Appleton, Viroqua and Stoughton, the county insane asylums of Dane and Columbia counties, are a few of the places where they are putting in the heating and ventilating apparatus this summer in this state. For simplicity, efficiency and economy they certainly have the best thing yet introduced. They do heat and ventilate when they say they will.

A LARGE number of school boards are making arrangements to refurnish school buildings this season with desks, recitation seats, globes, etc. They should use the same judgment in this as they would in private affairs, and buy of responsible and well established houses. Breakages will occur and additions are sometimes needed. If purchases are made of reliable and permanent establishments, there is no difficulty at any time of obtaining just what is wanted. Among these there are none more reliable than the house of A. H. Andrews & Co., whose advertisement can be found on the outside cover of this JOURNAL.

ELEVEN persons attended the state teacher's examination lately held at Madison. Five had attended former examinations and were making up on the subjects on which they then failed. Of these, four passed. Six attended the examination without having attended any former state examination and two passed, one for a life certificate and one limited. It was recommended by the board that certificates be issued to the following persons: Unlimited, C. L. Rogers, Kenosha; L. L. Clarke, Whitewater; J. H. Gould, Oconto; Kate Lyons Schuler, Milwaukee; C. H. Keyes, River Falls. Limited, Thomas Burke, Watertown.

AT THE recent meeting of the New York State Teachers' Association some vigorous and timely truths were uttered. Pres. Watkins, in his address, among other good things said:

We must be willing to leave out glorification and examine with care the educational system of which we are a part. Let us not fear criticism. It is charged that teaching warps the judgment; that it renders the teacher narrow and dictatorial; but after all the teacher who is intelligent ought to be able to answer the question, "What may justly be demanded of the public school?" Is it not a fact that public opinion and not law controls society? Hence (1) it is the end of the school to make intelligent citizens. (2) The school should give a just physical education, for few of our acquaintances are in perfect health. Look around and see the need of instruction in hygiene; the state now feels the need of this so much that a State Board of Hygiene has been appointed to look after this matter. Knowledge of the proper means of bringing up children should be diffused. In New Orleans one-fourth of all the children die before they are one year old.

The studies to be pursued should be such as will develop the mental powers. The hand and eye must be trained, for success in life depends on them. The elements of arithmetic, the ability to write legibly and readily, to spell correctly, the elements of our country's history should be understood. These are the least that can be demanded. But more is needed. The existence of our country depends on a correct public opinion; as we look around and see the crimes that abound, we see the need of moral progress to meet these downward tendencies. The public school must impart a moral character to its pupils. It must teach honesty. Every child should be taught to be true to his trust. He must be taught that labor is honorable, he must learn that to produce is more honorable than to consume; he should be instructed in religion — not in creeds, or in sectarianism, but in a knowledge of his duties to his Creator. He is a long time in the school-room, and his teacher is oftentimes the most competent to teach him concerning morality and religion.

And in the report of A. B. Humphrey, of the committee on the Condition of Education, we find the following:

A marked change has been going on; the most marked is in teaching language instead of technical grammar; more culture is evidently being given; the country schools are not what they ought to be; if we should look for practical missionary work, it can be found in the country schools.

The school commissioners are now under the heel of the politicians. They must make themselves popular by giving out certificates where they will "do the most good." The effort to require qualification for the office has been defeated. The schools are in the hand of the commissioner; as he is so are they. There has been a marked demand by boards of education for professional teachers. School supervision is growing in popularity. During the year the office of institute conductor has been created and made permanent. Eighty per cent. of the teachers receive their instruction in institutes.

At the recent meeting of the American Institute of Instruction, held at Saratoga, Mr. John Clark read a strong paper upon industrial education. We give a brief extract showing the general purport of the paper:

We do not sufficiently realize how great has been the social advance. Speaking of practical education he said: The hand that cannot express the thought which is generated by the brain is an incompetent servant. Thought should be expressed by labor as well as by language. The youth in our civilized states are to-day more under the influence of the educational theories of Plato and Aristotle than of any other thinkers or educators. Neither of these men had any conception of a social order, based upon the citizenship of our modern development. They were permeated with class distinctions. We are sending from the school too few pupils fitted to become workers in other than the mercantile and professional occupations. Few of our public schools present any other occupation as honorable.

The editor of the *Boston Herald*, much interested in the question of practical education, has submitted to the various schools as a subject of a composition, "What is My School doing for Me?" Thirty-one of the compositions were printed, and the striking fact in regard to them was that the writers were all looking to the mercantile and professional employments for their future occupations, and they told with perfect unconsciousness how well their schools were fitting them for these occupations. Although many of the pupils were children of the wage-earning class, only one (and this a girl) so much as alluded to the possibility of getting a living by a trade, while one Irish boy admitted with complete frankness that, as the result of this school training, he hoped to be a lecturer, orator, representative, and, perhaps, president of the United States. What is the remedy? Bring our school-training into conformity with social and individual needs of the time. The introduction of manual instruction is no longer a problem.

The committee upon that subject made the following recommendations:

First, The introduction into schools of broader provisions than now exist for the development of the sense of perception of pupils in regard to color, form, proportion, etc, by contact with models and with natural objects.

Second, The more general introduction into schools of simple physical and chemical experiments for the purpose of acquainting pupils through observation with the elements of chemical and physical science and their application in the arts.

Third, The teaching of drawing, not as an accomplishment, but as a language for the graphic presentation of the facts of forms and of objects; for the representation of the appearance of objects, and also as a means of developing taste in industrial design.

Fourth, The introduction into schools of instruction of the use of tools, not for application in any particular trade, but for developing skill of hand in

the fundamental manipulations connected with the industrial arts, and also as a means of mental development.

Supt. A. P. Marble of Mass., C. C. Coffin of Mass., Supt. MacAlister of Milwaukee, Dr. E. E. White of Indiana, Dr. Hoose of New York, Dr. Larkin Dunton of Boston, Prof. Woodward of St. Louis, took part in an animated discussion of the report and paper. Mr. Dunton contended that if a man is to be fitted for such development as will enable him to make the most of himself, and be useful to others, he must, first of all, be prepared to provide himself with food and clothing, the necessities of his existence.

An interesting and successful Educational Convention was held at Ocean Grove, N. J., the 8th and 9th inst., in furtherance of the effort which has been prosecuted at Washington during the past winter to secure a national appropriation for the common schools of the country, on the basis of illiteracy. The attendance was large and the programme a varied one, including a capital address by General Eaton, commissioner of education, on "The General Government the only Patron of Education adequate to the Education of all its citizens;" addresses by the secretaries of the several church boards doing educational work among the freedmen, also by Senators Sanders and Blair and others. An organization whose object is to collect and present facts and gather up influences which shall secure the legislation by Congress was formed with Bishop Simpson as president, with the state superintendents of education and the secretaries of church boards as his associates. An executive committee, of which Rev. Dr. Strieby is chairman, Hon. J. O. Wilson, of Washington, treasurer, and Prof. C. C. Painter, who has been engaged for the past several months in this work, is secretary, will endeavor to stir up the press, pulpit, legislator, and voter until provision is made to avert the danger threatening the country from the vast mass of ignorant citizenship. We hope this new organization will do vigorous work until Congress awakes to the necessity of public education.

NOTES.

Mr. Adolph Wittmann has secured the principalship of the Chilton high school.

Mr. E. G. Haylett has been engaged as principal of the Menasha city schools.

E. J. Wiswall, of Montello, becomes principal of Berlin high school, and G. S. Grubb, of Ironton takes the place at Montello.

Albert N. Fairchild has been elected principal of the fifth ward school,

and William Middlecamp principal of the third ward school, in the city of Racine.

MR. FRANK W. COOLEY, who has been teaching at Grand Rapids the past year, has been elected principal and superintendent of the public schools of Stevens Point.

MR. GEO. H. MILLMAN, a graduate of Platteville Normal School and of the State University, has been engaged as principal of the Merrillan, Jackson Co., high school.

PROF. FRANK L. GREEN, last year principal of the high school at Stevens Point, has accepted the principalship and superintendency of the schools at Hornellsville, N. Y.

PROF. C. A. HUTCHINS has been reelected superintendent of schools of the city of Fond du Lac, by a unanimous vote. A. C. Kellogg has been elected superintendent of Portage.

J. P. HANKINS is at work painting the new school building at Linden. When the building is completed it will not only be an ornament to the village, but will reflect great credit upon the people there for their liberality in the cause of public education.—*Iowa Co. Democrat.*

PHILLIPS EXETER ACADEMY, Exeter, N. H., sends out its ninety-ninth catalogue, showing 211 students. Preparations have been commenced for a centennial celebration at the close of another year. Hon. George Bancroft has been invited to preside and Mr. Edward E. Hale to give the centennial poem.

SUPT. VIEBAHN, of Watertown, is spending vacation at Manitowoc. When the teachers of the First ward heard of Mr. Viebahn's intention to spend his vacation in the city, they rented and furnished rooms for himself and family; so that when Manitowoc was reached they found a comfortable room prepared for them.

THE school board have taken one step in the right direction in ordering new desks for one room of the north school house. The desks are to go into the first intermediate department, and the room will be calculated to seat about forty pupils. Double desks from A. H. Andrews & Co. of Chicago, are the kind ordered.—*West Bend Times.*

A CONVENTION of instructors of the blind in the United States was held at the Institute for the Blind at Janesville last month; and between sixty and seventy were in attendance. The superintendent of our state institute for the blind, Mrs. S. C. Little, made a pleasant speech to the convention happily referring to the day as being the twenty-first anniversary of her connection with the blind institute.

AT a recent meeting of the Board of Education, Prof. W. A. Willis was elected city superintendent and principal of Baraboo public schools for the coming year. Our people will approve of this action of the board. Prof.

Willis has occupied the position of principal in our school for several years, and has served in that capacity with entire satisfaction to the community. The patrons of the school will be pleased that he will occupy this important position for the coming year.—*Republic.*

PROF. A. A. MILLER has decided not to remain at Waukesha another year, and has therefore declined to continue longer his work as principal at the Union School. Prof. Miller made a purchase of land, while at Fargo a few days since with editors, and in less than twenty-four hours was offered double what he gave for it. He is deeply impressed with that section of country and the people there, and has since his visit lost his desire to remain in Waukesha, where he has done so well as a teacher.—*Waukesha Freeman.*

MR. GEO. F. WELLS, recently of Arcadia, has been engaged as principal of the school at Neillsville. Mr. Wells will be recognized by many of our readers as the late principal of the high school at Unity. Under his management that school obtained a reputation second to none north of Stevens Point, and for several years furnished a great number of the teachers employed in the northern part of Clark and the western part of Marathon counties. If his work at Neillsville proves a success, and we doubt not that it will, the people there are to be congratulated on having secured his services.—*Phonograph.*

THERE were fifteen in the graduating class at Ripon College this year. This is the largest class ever sent forth in one year. Ripon College is maturing, approaching its majority. It holds an assured place in the hearts of a widening constituency. Its endowment has been greatly increased, since the gift from the Stone estate — the gift which prompted the effort. It has a full and harmonious faculty. It is adding somewhat to its facilities for work each year. A benevolent lady in Madison has offered to pay the salary, for two years, of a teacher in a new department devoted to physiology, physical culture, and kindred matters.

A SCHOOL BOARD in Maxville that had a complaint against their teacher, in addition to playing their part of plaintiff, assumed the duties of constable, justice and jury and locked the door of the school house against the teacher. The teacher went quietly to a lawyer and asked for legal advice. She was told to remain in the district; to go to the school house every morning, and at the end of the term to ask for an order and her money. This is what she is doing. When the board ascertains that the teacher has lived up to her part of the contract and that she has a legal claim for her pay, they will probably wonder in mute astonishment why law should give teachers any rights. *Buffalo County Herald.*

THE cheering features of the year at Beloit have been especially these: 1. The erection and equipment of the Smith Observatory at a cost of $13,200. 2. The purchase of apparatus in physics, $700. 3 The chiming tower clock, $1,450. 4. The addition of 1,000 volumes to the library. 5. The Talcott fund of $2,000 for the purchase of scientific books. 6. The beginning of a Bush-

nell memorial fund for the purchase of astronomical works, now about $600. 7. The additions to the cabinet lately mentioned in the *Advance*. 8. A considerable increase in the endowment funds, although not by any large gift. 9. A decided increase in the number of students. 10. The material prosperity of the city, reacting to the good of the college. 11. The great improvement in railroad facilities. 12. The fact that the college has closed the year without deficit. 13. The general excellence of the exercises of commencement week.

PROF. J. Q. EMERY, of this city has received the following letter from the faculty of Beloit College conferring upon him the honorary degree of Master of Arts:

BELOIT, WIS., June 30, 1882.

J. Q. EMERY:

Dear sir.— Beloit College at its recent commencement conferred upon you the nonorary degree of A. M. It desires so to recognize work in other parts of the great field of education, which it believes to be in harmony with its own, in faithful, persistent, substantial qualities.

Yery truly yours,
H. P. HIGLEY, *Secretary*.

This is an honor which the many friends of Prof. Emery, in this city and elsewhere, will deeply appreciate, coming as it does from one of the best colleges in the northwest. It is a deserved recognition of scholarship, high ability, and marked successs, in the work he has chosen to accomplish.—*Ft. Atkinson Union.*

PROF. W. S. JOHNSON, formerly school superintendent of this county, now a member of the faculty of the Whitewater State Normal School has invented an electric accumulator which bids fair to become an important factor in the telegraphic service. The *Whitewater Register* gives the following brief account of a recent test made of this new device which was in all respects satisfactory. It says "dispatches were received at this station this morning by the use of one of Prof. Johnson's electric accumulators in place of the ordinary batteries. The accumulator used had a content of *six cubic inches*.— The galvanic batteries ordinarily used are seventy-five times as large; yet the sounder was run without change of adjustment although it was set for a fresh battery. The time is near at hand when all telegraph lines will be run by storage batteries charged with steam at the end of the line. In this way the line can be made to work at all times without regard to storms. As the quantity and intensity of the current can be varied at any time to suit the case, thus overcoming any counter current which affects the wire."—*Dunn Co. News.*

THE Chicago *Educational Weekly*, of which Professor Tousley of Minneapolis is the state editor, says of the late commencement of the Normal School in this city: "The commencement of the State Normal School at Winona, on the 28th ult, seems to have made a more than usually favorable impression on visitors, judged by the expressions found in our exchanges. There is a rapidly widening and deepening conviction in the minds of the

teachers of public sentiment throughout Minnesota that its three State Normal Schools must not only be heartily sustained, but that *cæteris paribus* preference should be given, in the selection of teachers, to such as have prepared themselves by a full course of instruction at these training schools. The eminently practical pedagogue character of the course of instruction given at Winona, under its present administration, is calculated to give momentum to the popular current in this direction. Normal Schools which are scarcely distinguishable from ordinary academies and colleges are only 'normal schools so called,' and are to blame for much of the prejudice which the Minnesota normals have had to live down."— *Winona Reporter.*

THE new text books ordered by the school board through Prof. Hardy have been received and the work of labeling and numbering them is in progress. The estimated cost of the purchases for this year was in the neighborhood of $1,500, but when Prof. Hardy was in Chicago two weeks since he was enabled by dealing personally with manufacturers to obtain a reduction of from twenty-five to fifty per cent. on the best offer made to the board in writing. This unusual as well as unexpected additional reduction brought the cost of this year's purchases down to about $900, which is sufficient evidence that the trip was well timed. Other purchases made by the professor include 1,200 slates, 300 gross of crayons and a forty-gallon cask of ink, leaving some Latin grammars, Latin readers, geometries and Swinton's English compositions to be obtained later for the high school. The late purchases added to the books on hand last year make a total of 2,100 of Swinton's supplementary readers, Sheldon and Lippincott's readers; 550 of Guyot's geographies; 650 arithmetics, a portion of which are by Stoddard and the remainder by Robinson and Olney; 200 Read & Kelly grammars; no spellers have been bought, as the lessons in that branch will be from lists of words prepared by teachers.

These books are issued by Prof. Hardy to principals of the schools in such numbers as they require, and for their return the principals are responsible to him, as he is to the board; the teachers of the various departments are responsible to their principals and the scholars are responsible to their teacher for each book they receive. At the end of each term the books are to be returned and settlement for missing books rendered, there being no charge to pupils for use of the books —*La Crosse Chronicle.*

SCHOOL LIBRARIES

Which already have a set of the reports of the State Board of Charities and Reform will be supplied with the eleventh annual report, postage paid, on application. A few sets of reports, nearly complete, will be furnished to schools and public libraries. For these the express charges must be paid by the libraries. Address,

A. O. WRIGHT, Madison, Wis.
Secretary State Board of Charities and Reform.

WISCONSIN

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A METHOD OF TEACHING GEOGRAPHY.

By Pres. J. W. Stearns, Whitewater.

In the study of geography it is desirable to substitute, so far as possible, the method of observation and investigation for the memorizing of a text. The globe and maps are, therefore, the proper objects of study, and the teacher's aim should be to aid the child in the use of them, so that he may (a) retain distinct pictures of them in his memory, and (b) form a habit of interpreting them correctly.

It is convenient to divide the course in geography into three stages: the preparatory, the introductory, and the advanced. The first is a form of oral lessons. It begins by making the child familiar with the animals, plants and occupations of his own neighborhood, and its range should be limited by (a) the capacity of the child, and (b) the usefulness of the knowledge imparted. Its proper topics are — parts, and their adaptations, size, habits, uses, and classifications. The tendency to excessive attention to details must be kept in check by a constant sense of the limitations (a and b) of the work. The method should be by observation and description, becoming comparative as the intelligence of the child develops. In connection with these lessons direction — the chief points of the compass — should be taught practically, and the causes of day and night. The preparation for the map consists in learning (1) how direction is indicated in a plan, taught by drawing a plan of

the school-room and locating in it the various objects in the room; (2) scale, taught by drawing the same to scale, an exercise always interesting to children; and (3) geographical symbols, taught by drawing a map of the vicinity and representing on it river, hill, railroad, etc., should be studied to form clear elementary notions of them, as, the origin of the river, why it flows, whither, of what use it is, and so on. Agassiz taught geography to the children of Neufchatel by taking his class to one of the eminences near by, and, with a broad panorama of the Alps before them, drawing from his pocket a map of the region and leading them to find out by means of it the names of the different summits and villages which they saw. Would not a map mean something to them after such an exercise?

Such, in brief, should be the preparatory stage of study. The difficulties of the introductory stage grow out of the multitude of details which press upon the learner, and their miscellaneous and unconnected character. Carlyle tells us of Coleridge's conversation, that, when asked a question, "instead of answering it, or decidedly setting out towards answering it, he would accumulate formidable apparatus, logical swim-bladders, transcendental life-preservers, and other precautionary and vehiculatory gear for setting out." If the child were master of so strong a vocabulary would he not describe in some such way the formidable array of definitions accumulated in the beginning of his geography to prepare him for setting out in the study? The Pestalozzian rule, "the thing first, after that the word to designate it," affords the proper corrective to all this. In geography the definition is the end towards which we work, not the starting point. If a child is using a globe or map, how simple a thing is it to lead him to see that Florida, for instance, is "a portion of land almost surrounded by water," to find other peninsulas, and then to frame a description of the thing he sees? All such elementary notions should be formed as they are needed.

Two plans of dealing with geography are presented for our consideration. The one proceeds from the study of the vicinity, which has been described, to the county, then to the state, to neighboring states, the United States, America, and the world. This is the synthetic plan, is rational and has some advantages. We like bet-

ter, however, the analytic plan, which, after the preparatory lessons, introduces the child at once to the globe; and for these reasons: We do not, in the acquisition of knowledge proceed exclusively from the particular to the general, nor from the general to the particular, but from the obscure to the clear. Our first ideas are vague necessarily; they become clearer progressively as our knowledge of details increases by analysis and synthesis. We form the idea tree first, and develope elm, scrub oak, soft maple, afterwards by attention to details. The idea of the world is grasped as easily as that of state,— more easily and more perfectly — and is more satisfactory. But, further, the analysis of it presents topics in the order of their relative importance, so that the whole study is truly progressive, and the child who leaves it at any stage will have learned what was most important for him to know, whether he goes farther or not. Finally state is not a natural but a political division, and is abstract, i. e., highly organized, and therefore difficult of comprehension. Approached from the side of the whole, i. e., of the world, it is helpful, as it aids to divide up a whole which is felt to be too large; approached synthetically it is meaningless and elusive.

The globe, then, is the first object to be studied. In the study of this, and of the maps also, each lesson consists of two distinct parts; (1) the review, in which the lesson of the day before, or the two or three preceding days, is gone over after the usual manner of a recitation in geography, to test what the child knows, and to fix it more firmly in his memory; and (2) the advance, in which, with the globe or map before him, he finds out for himself new facts under the guidance of the teacher. The wise instructor will recognize the necessity of having a carefully formed plan of work, and of securing, and fixing firmly in the mind each day, certain clearly defined results,—elements or parts of his plan. To attain the latter purpose he will work according to the natural law of acquisition, that the child first perceives, then by the aid of the imagination formulates his knowledge, and finally by repetition fixes it in his memory. He will, therefore, lead the pupil to find out new knowledge from the globe, then to express it clearly without the globe to prompt him, and to repeat it until it is firmly held. The formula, or mode of expression, should be plastic, subject to con-

stant variation, as it is the formulation and not the formula which gives real and definite knowledge, together with that development of mental power which should be the great end sought in education.

The plan of work which follows is suggestive rather than complete, and subject to variation in many particulars. It is *a* plan for studying geography by observation and investigation — one of many which may be formed by changing the order of the parts.

Do not begin with lessons about the form and size of the earth, but with the study of what is found on the globe. Let the child find and name the oceans and continents. Let him determine relative position of these, e. g.: What ocean east of North America? etc. Let him locate the great gulfs and bays, and the principal islands, New Foundland, West Indies, Iceland, British Isles, Madagascar, Japan, Phillippine, East Indies, Australia, New Zealand. Practice him in telling relative position without the globe. Have him find the most important peninsulas, and tell where they are; the really significant capes, i. e., those which determine the outline of the continents, as in North America, Cape Cod, Hatteras, Sable (Florida), St. Lucas, Mendocino. Let him make voyages from New York to London, and Liverpool, Rio Janeiro, Calcutta, Canton, Yeddo; from San Francisco to the same ports. Do not make impossible voyages, or to places which can only be reached by change of conveyance. Hold to the main routes of trade and travel.

Cause the child to notice the lines on the globe; those from north to south, where they meet, where they are most widely separated, where they are numbered, where the numbering begins, how high it goes, that they are all of equal length; tell him what they are called, and practice him in determining the longitude of the cities and capes which he knows; to notice the lines which cross these, that they are parallell, that there is one great circle, the difference between great circles and small ones, where and how they are numbered, tell him what they are called, and practice him in finding latitudes of places he knows; make it a means of teaching him a few more important cities, as Boston, Philadelphia, Washington, New Orleans, St. Louis, Paris, Marseilles, Vienna, Berlin, Rome, Cape Town, Buenos Ayres, Melbourne. Cause him to tell their latitude and longitude; give him latitude and longitude to find the places, etc.

To teach seasons and climate set a small stick perpendicularly in a smooth board, and fasten this where the shadow can be readily observed, mark the length of the shadow at noon on Monday for several weeks. When the regular lengthening or shortening of the shadow is sufficiently apparent have the children recall similar phenomena, the shadows of fences, porches, etc., and that the sunlight enters some windows at one season and does not at another. Lead them to the cause of these things, to recognize that as the sun advances northward summer comes on, and as it recedes winter follows; that the seasons of the southern hemisphere are the reverse of ours, and that there is an intermediate zone of perpetual summer, over which the sun is at times perpendicular at noon, so that a stick would cast no shadow; have them find the tropics, and teach that they mark the limits of the sun's advance so as to be perpendicular at noon; some productions of the tropics, as coffee, oranges, bananas, palms; how the climate grows colder as we approach the poles; polar circles and polar life. Whether to teach now the cause of the advance and recession of the sun, the teacher must judge.

Have the children find the country of the English, the Irish, French, Germans, Italians, Spaniards, Norwegians, Russians, Turks, Chinese, Japanese; Brazil, Argentine Republic, Chili, Peru. Have them tell where they are. Make intelligent use of current events to teach them the names and location of countries, cities, states, etc., and try to form, as early as possible, the habit of knowing where important places are to be found on the map. Read to the children about other lands, their productions, people, customs, industries, and encourage them to read, and tell about them as well as they can; and always have them locate the places of which they learn.

Of the geography of individual countries, which should now follow, we take the United States as an example. It is evident that the child already knows something of it, some cities, states, etc. Treat the country as a whole to begin with. Let the child find, and learn the trend of the great eastern and western mountain ranges; let him discover the eastern, central or southern, and western systems of drainage, and the St. Lawrence system on the northern divide; let him describe each system with the map before

him, name a few of the chief streams (in size and commercial importance), and tell where they rise, empty, and their general direction. Describe rivers for him and let him name them; let him describe them for you to name. Have him note interesting cities upon them and find out something about them. Describe cities for him to name, and let him describe others for you. Think of one and let him find out which it is by questioning you. Reverse the process.

Lead him to discover from his map the climate of different regions, noting how mountain ranges and proximity or distance of the ocean modify the results of relative situation. An isothermal map will interest and instruct him much, but his attention should be drawn to general laws and not distracted with exceptions. Teach the conditions and range of the principal productions, sugar cane rice, cotton, wheat, oats, maize, etc., and let him tell in what states they grow, and the mode of cultivation. Mining should be studied by topics, as iron, coal, etc., where found, varieties, how obtained and prepared for the markets. Lumbering, when and how pursued.

In carrying on internal commerce railroads have sprung up to rival the great water routes, and geography should be taught with regard to this fact. The trunk lines east and west and north and south should be traced out on the map, a few important places on each should be known, and the most important connections. Have the child go from point to point by railroad; tell how wheat is taken from Dakota to New York, cotton from Alabama to Massachusetts, oysters from Maryland to his own place, and so on. The great water routes should also be traced in detail, and their relation to important trade centers discovered.

It will be advantageous to call attention to manufactures in connection with various cities where they are pursued, and, indeed, an intelligent working of the plan thus far traced is hardly possible without it. They should, however, be taken up as a special topic. The centers of the more important branches learned, circumstances which have favored their development at these points found out, and some information regarding the processes given. In the study of these and other occupations the pictures found in the text books will be found of great value, and they should be examined and talked over carefully in the class.

The text of the geographies should be used as a mine out of which to dig the kind of knowledge wanted. When, for instance, mining is studied, what the book-maker has industriously scattered, in detached paragraphs, under the names of the different states, should be sought out, brought together, and made into a new and systematic whole. Let the teacher help the pupils to do this in the class until they acquire skill at it; but let it be done in the spirit of students in the search of real knowledge, and not like phrase mongers getting ready for a recitation.

Teach the comparative size of states from the map, not from lists or tables of square miles. The eye will usually decide correctly at once, and the impression thus acquired will abide; when this fails, get the prospective areas by map measurements, allowing for irregularities of form. Have the children learn the area of their own state, and use this state frequently as the unit of comparison. Naming the states with their capitals is a useful exercise, first in the natural groups now found in the text-books, then in different order, as those bordering on the Atlantic, touching the Mississippi on the east, on the west, those touching northern boundary of the United States, those through which the Alleghany mountains extend, cotton states, wheat states, iron states, lumbering states, states in order of population, of general intelligence, of important cities, etc.

For what cannot be learned by inspection of the maps and reflection upon it, depend upon (a) pictures, (b) talks to the classs, (c) geographical readers and other books for reading, (d) the collation of facts from the text.

Let the teacher constantly aim to impress an image of the map upon the pupil's mind, and make that image mean as much as possible. We all remember maps and determine direction, distance, size and other details by them. So universal is this that the different scale on which maps of the United States and South America, for instance, are drawn, causes us to err greatly in our estimate of the extent of the two countries. Correct this by intelligent teaching. Map drawing has for its purpose to form this image. The plans now prevalent for this are cumbersome and misleading. The construction lines are elaborate and intricate, and the practice of committing to memory the directions for making them a misdirection of the pupil's energies, which tends to destroy his power of discerning

between the important and the unimportant, and wastes his time. Making elaborate, minutely accurate maps is a species of laborious idleness, which deludes both teacher and pupil. The thoughts are wool-gathering during the process, and the net result usually no more than a trifling increase of skill in copying. The following plan is better, because it is simpler and compels attention to relative position: note that a line from the northeastern point of the coast of Maine to Cape Sable, Florida, cuts the peninsula of Cape Cod and almost touches Cape Hatteras Practice the children in drawing this line and designate the position of Cape Cod and Cape Hatteras by dots. The three great indentures of the coast will then be easily drawn. Note that the mouth of the Rio Grande is not quite so far south as Cape Sable, and a little over half way to the west coast of the peninsula of California. Designate this and the mouth of the Mississippi by dots, and draw the Gulf of Mexico. Locate the head of the Gulf of California, and complete the southern boundary. Cape Mendocino, a little north of the middle of our western coast, which forms a rude triangle, determines the outline sufficienly for drawing. Locate Lake of the Woods, Lake St. Clair, the northern line of New York and of Maine to draw the northern boundary. Let the teacher fix two points, and the class, with the maps before them, place the others. Practice until they can be placed with tolerable accuracy without the map. Do not aim at too great accuracy of details, but require intelligent work. Sketch-maps, in which the outlines of the states may be filled in, important cities located, lines of railroad indicated, belts colored to show the range of different productions, important mining regions designated, great centers of special industries marked, and so on, are invaluable helps in fixing firmly in the mind what has been taught in the class.

It is unnecessary to extend these specifications. The intelligent teacher will find in them suggestions for all subsequent work, and what has been designated as the advanced stage may be left untouched. The thought which has determined this scheme of work is admirably stated in a paragraph of John Stuart Mills' account of his own education: "There was one cardinal point in this training which, more than anything else, was the cause of whatever good it effected. Most boys or girls who have much knowledge drilled into

them, have their mental faculties not strengthened, but overlaid by it. They are crammed with mere facts, and with the opinions or phrases of other people, and these are accepted as a substitute for the power to form opinions of their own; and thus the sons of eminent fathers, who have spared no pains in their education, so often grow up mere parroters of what they have learned, incapable of using their minds except in the furrows traced for them. Mine, however, was not an education of cram. My father never permitted anything which I learned to degenerate into a mere exercise of memory. He strove to make the understanding not only go along with every step of teaching, but, if possible, precede it. Anything which could be found out by thinking I never was told, until I had exhausted my efforts, to find it out for myself."

WHITEWATER, July 24, 1882.

THE DEFECTS OF GRADED SYSTEMS.

BY A. E. W.

A broad and necessary condition of public education is that a *number* of pupils be apportioned to one teacher. We must choose one of two general plans in collecting numbers to form a school.

We may organize into one body a sufficient number as furnished by a limited geographical area, without reference to age, sex or previous training. Or in more thickly populated localities, we may arrange in separate groups or classes children of similar ages and previous training. The former is necessarily the composition of rural district schools. The latter forms what is ordinarily termed a graded school, especially when the various sections are grouped together under one management and pursue parts of one plan or curriculum of study.

Criticisms upon this kind of organization as now existing are numerous. No doubt they are in many instances well deserved. Justice requires, however, that the greatest transgressors be corrected first, and that the sins of the whole race of educators be not visited upon the heads of a sect. At a recent meeting of Wisconsin teachers, a severe arraignment of the graded system was begun, was carried on, was concluded with a perfect vortex of reprehen-

sion which finally served the purpose of justice by engulfing nearly all current systems, normal schools and universities perishing in the common ruin. There was scarcely a demurrer heard. Unfortunately for the "graded systems" the indictment is under that title. The case as argued might evidently have been as justly put against any plan of education past or present. Certainly it would be stronger against the past, and against all present sectarian schools, than against the defendant.

It is conceded that "graded schools are without doubt based on a wise economy." The statement is not adequate. They are in fact based upon an absolutely imperative economy. Some kind of graded system is necessary unless the genius of the schoolmaster can dispense with the systematic and economic aids sought by the human mind in every pursuit of art, manufacture, scientific investigation or professional labor. The great purpose in grading schools where sufficient numbers of common age and previous training can be assembled is *economy*—economy of labor, and economy of talent and skill. Greater numbers may be instructed by one person under such division of the field of common school education; and what is still more important, special talent may be allotted to its appropriate work. Superior fitness becomes much more productive when employed in its own special province. It might be mentioned, too, that mediocrity is allowed under this plan of division of labor to do its best, and by conscientious endeavor to rise level to a high average of performance.

Reasoning *apriori*, the argument favoring the organization of graded schools in thickly populated centers is full and conclusive.

The *defects*, then, must be accidental and due to the management of these institutions. Perhaps after all it is not the system *per se* but its current style of administration that deserves correction. There may be faults peculiar to it, and of rare or unfrequent occurrence elsewhere. What are they? The following is the principal count of the critics: "In the instruction under a graded system, the individuality and the exact needs of each pupil cannot be fully taken into account." Acknowledged; and pray under what system or want of system *can* they be fully taken into account?

The answer is: "In individual instruction which prevails in

ungraded schools the lessons and exercises given *can* be made to answer their exact purpose IF the teacher has such a knowledge of the pupil as has already been indicated."

It would certainly be gratifying to know why the graded system CAN not likewise reach the individual needs "IF the teacher has such a knowledge of the pupil as has already been indicated." There must be strange jugglery in educational processes if the same teacher cannot perform under favorable conditions what she can do under less favorable circumstances. If there is any consistency in the above quotations, *then* certainly there are some curious sins that old district school teachers, now class teachers in graded schools, should take to confessional with them.

The above quoted author makes a clear issue in favor of the ungraded schools, *always provided*, however, that the teacher conforms to a certainly very noble ideal previously set up. As this very comprehensive and singularly complete *sine qua non* is by no means an abundant factor in educational work, it is difficult to understand why it should be introduced as evidence in a case against graded schools.

If, as is said in ungraded schools, "every peculiarity of the pupil can be considered; his special motives appealed to; the particular knowledge that he already possesses completely utilized, etc., etc.," why may not such a constellation of excellencies be found in graded schools? It is answered that in graded schools the teacher's work is "hampered by grades." There is much in a name if this is a fair answer. One would suppose that "grade" means a partition that separates a class of "ten-year-olds" learning to read from their teacher, who hears them from the other side, asks them questions, sings to them, but is unable to see them or identify the voices, or know them in any way except as a lump, a "*grade.*" What do our kindergarten and primary teachers think of the above statement with regard to the blinding and binding and hampering effects of "*grades?*" Ask the first enthusiastic and fresh young miss you meet from the normal school how she understands her intermediate class, and she will probably give you a portrait in detail of each pupil in her class. The fact is she is not hampered by "*grades.*" It is the unfortunate teacher of the district school who is hampered by grades — grades numbering from twelve to twenty.

Surely we cannot accept the statement that the ideal of individual teaching is feasible by one teacher among forty pupils only when there exist great and numerous disparities of age and attainments; and that the individual's wants are not met in a school of equal numbers selected as being of nearly uniform advancement and capabilities.

The superiority of district schools in the matter of serving the interests of each individual is at best a very specious affair and based upon a common illusion. An apparent service of individual needs is certainly a feature of mixed schools, but it is only apparent. The fact is a teacher employed in the widely diversified field of ungraded instruction can hardly study the individual in the true sense of the term. He may imagine in the great contrasts of the material with which he deals that his rough-and-ready passage from higher arithmetic to the first reader class, and his instant adaptation to the same, that he is meeting the single pupil's exact wants. He is, however, applying a crude and perhaps not very accurate test. Knowledge of individuality is not to be gained by such rude experience.

The great evil of graded systems does not follow from a want of accurate knowledge of the nature of each pupil, but rather from a neglect to provide opportunities for individual growth. It is amidst numbers similarly situated and of a certain uniform character that real individuality may be easily distinguished. Special traits, aptitudes and characteristics are then more accurately determined. Much has been said against the dwarfing, stunting, or leveling effects of rigid systems of grading. From remarks heard occasionally, one would suppose that it is the custom in schools to keep the quick and capable pupil marking time till his class comes level with him. This practice certainly is wrong. A system so rigid as not to allow promotions at any time of the year or to any number of pupils richly deserves condemnation.

There is, nevertheless, a great deal of refinement and over reaching in placing too much stress upon individuality. There is so much in the nature of all minds that is common, that excessive straining after peculiarities, especially in treating the elements of knowledge is profitless and impracticable.

True, the more accurately a pupil is understood by the teacher, the more certain, direct and wise may be his instruction; but there

is nothing in the nature of graded sytems preventing this careful and accurate knowledge of individuals from yielding to the teacher its greatest service. As to the deeper insight into the nature of the child possessed by the competent and philosophical instructor, we shall have to acknowledge that it is in special departments,—in the kindergarten, in the primary school, in the intermediate room, in fact in the graded system, that it is acquired and finds its most general practice, and produces its best fruits.

SELECTED.

LAWS OF MENTAL DEVELOPMENT.

"The mind can exercise only a definite amount of energy at one time. This amount increases only as the mind is developed." Hence it follows:

(*a*) That the undeveloped mind, such as that of the child, can give attention to only one thing at a time.

(*b*) That in all explanations only one step should be presented at a time, and that that step should be held before the mind until it is so sharply defined that it requires but little energy to hold it while a new step is undertaken.

(*c*) That illustrations should be simple and familiar, in order that the mental energy of the pupil may not be diverted from the very point illustrated."

Col. F. W. Parker, Supervisor of Schools, Boston, says: "In Calderwood's 'Relations of Mind to Brain' (page 4), you will find: 'As to the laws of observation, of association, of reasoning, of pleasurable feeling, there is all but perfect agreement among them (psychologists).' All the teacher can do is to lead the mind to act under known laws; about which there is 'all but perfect agreement among all the great students of the mind.'"

Supt. Calkins, of New York city, in his "Primary Object Lessons," says: "All the faculties are developed and invigorated by proper exercise; they may be enfeebled by being overtasked, or by being exercised on subjects which do not come within their proper

sphere." "The natural process of education is from the simple to the complex; from the known to the kindred unknown; from facts to causes; things before names; ideas before words; principles before rules." "Perceptions lead to conceptions, or ideas, which are retained or recalled by memory. Imagination takes up the ideas formed through perceptions, combines and presents them in new forms. Reason proceeds to investigate these ideas by more definite modes, and judgment is the result."

In the statement of some of these laws we find remarkable agreement. The committee, in conclusion, restate some of the laws in which there is general agreement:

1st. The powers of the mind are developed by proper exercise.

2d. The use of certain faculties is conditioned in the previous use of certain other faculties, and is also conditioned by age.

They give also other conclusions:

1st. Physical activity must accompany the best mental activity.

2d. The faculties may be enfeebled by being overtasked, or by being exercised on subjects which do not come within their proper sphere.

3d. Right habits are formed by the frequent and regular repetition of acts. These acts must be rightly performed.

4th. The mind gains through the senses its knowledge of everything material.

5th. The mind takes a general view of things; then a particular.

6th. The mind is developed and strengthened in proportion to the proper and well-directed effort put forth.

7th. The natural order of development of the faculties, is: 1st. Perception. 2d. Memory, especially connected with image making. 3d. Inferring, embodying induction, judgment, and all forms of reasoning. 4th. The constructive faculty, by which we plan and execute.

There are also two other faculties, the development of which should be carried on in connection with the development of the above mentioned faculties, viz: the voluntary faculty, involving attention, decision and perseverance; and conscience, a knowledge of right and wrong.

Consciously or unconsciously, every teacher to a greater or less extent does follow these laws, or there can be but little educating.

How much better for the teacher and better for the children if there be a thorough and conscious understanding of the laws of mental development, and a conscientious, intelligent, earnest effort to follow them, remembering that the supreme end of education is not the acquirement of knowledge, nor the storing away of many facts, though these will be secured incidentally, but the development of the human mind.

MOVE—OR MOVE!

There are three great classes of teachers at present. (1) There is a class of young, ignorant, inexperienced persons who have no claim to be teachers; some will hold on and learn by experience, but seventy-five per cent. will leave the business inside of three years to be replaced by more of the same sort. (2) There is a class of those who have a decent amount of knowledge—some are high school, or academy graduates, and some are from colleges. They look at education as "a pouring-in process"—they will deny this, but "by their works ye shall know them." They have a course of study, they "mark" their pupils, they require the knowing of certain facts before advance is allowed, they ignore growth and culture. They consider the learning and reciting of certain text-books to be the object for which the pupil enters the school-room. (3) There is a class who resolutely set before them *growth* as the first and highest and best thing possible for the child. They believe that knowledge conduces to growth. They insist, however, that the ordinary "course of study" only causes growth in a few directions, and they declare that the growth must be on all sides of the individual in order to educate him.

The public have been looking at the teacher and his work, and have come to certain conclusions; in some communities the public sentiment has been much cultivated, and it does not rank the second class, above described, very high. Let us illustrate this:

In X— was an academy; it was partly endowed and held in high esteem; the people spoke of it as a thing to be revered—that is thirty years ago. The graduate of X— academy was considered an extraordinary being. The principal was Prof. Q——. This

gentleman was a college graduate, and liked to teach; he fancied, too, that he understood teaching. He entered on his work, and has been at it ever since. Let us now look at the results. Instead of praise and thanks we find the most enlightened people are grumbling; we listen and hear such words—"too old," "never understood the business," "all cut and dried," "no life and animation," "all learning and reciting," "memorizing of words," "stuffs the memory," "no culture," "no independence of thought," "no thinking encouraged," "poll-parroting," "never attends educational meetings," "is not an educator," "probably has no educational works," "a nice man, but emptied himself years ago," "a gentleman and quite a scholar, but not magnetic," "looks too much to his course of study," "one thing for every pupil," "the pupils do not know that there is any relation between the world and the school-room," "he allows the same kind of teaching that was practiced thirty years ago," etc., etc.

Nor is this all. A very large number have determined to oust Prof. Q——, and the majority of this number are graduates of X—— academy. Perhaps you think there is something personal about it, but there is not; they feel that they needed bread and got a stone. If not this year, the professor will retire next year. He has felt the pressure and tried to withstand it. He has had showy commencements, flowers and music, and great men have figured on such occasions, but the public has not been satisfied.

What is the real difficulty? Public sentiment thirty years ago was low in X——, but it has gone forward. Prof. Q—— has not advanced with it; he has stood still. If you should ask him about Comenius, Pestalozzi, and Frœbel, he would tell you that he knew their names and that was all. He may admit that education has its laws, but ask him what they are, and see what he will say. He reads *Harpers'* and *The Century Magazine*, and is interested in literature and science; is a large reader, has traveled, but does not *understand education*. Of course he will tell you that he does. But if you ask him, he will tell you that it is the result of following a course of study, in which history, mathematics and science are judiciously blended. He will get a catalogue to show you—well—how he has blended all these things.

But we may as well write the word, Prof. Q—— is an old fogy.

And still worse, he doesn't believe in the very business by which he gets his living! He reads about the troubles in Ireland and in Egypt, and tries to see what the cause is; he has followed up Dr. Schleiman's work in excavating Old Troy, but he has not studied upon education. Isn't it wonderful, now you think of it? He has a journal of science on his table, but no journal of *education.* Do you wonder that the people who are in advance grumble louder every year? Do you wonder the graduates feel injured when they comprehend that what was forced down their throats under the name of useful knowledge is nothing of the kind, but a fashionable concoction, much the same as corsets, high-heeled shoes, and stove-pipe hats?

And finally, my good reader, let me tell you that every Prof. Q—— must *move—or* MOVE!—*N. Y. School Journal.*

PROFESSIONAL CULTURE AMONG COUNTRY TEACHERS.

We abridge from the columns of the *Educational Monthly* the following appeal to country teachers, by H. L. Peck:

There is a demand for better teachers, and the time is not far distant when teachers' credentials must include something more convincing than the county examiners' certificate. Teachers know this; and even legislators have a dim perception of the fact. So we may safely affirm that the Genius of to-day is calling, "*Forward, March!*" to the 300,000 teachers of the United States, and "tramp, tramp, tramp, the boys (and girls) are marching" on the way to a better preparation for their work.

Will country teachers join in this forward movement? Who of them will be leaders in their wing of the army? Who will desert? Who will be mustered out of service, or drummed out of camp? This demand is one phase of the development of a Science of Education. To use a geographical figure, it is a case of elevation that will ultimately lift a continent of teachers above the muddy waters of empiricism to the plane of a recognized profession. It is not meant that one must be classically educated in order to be a successful teacher. A man may become a successful lawyer without a

knowledge of Greek and differential calculus, but he must know some things that people engaged in other occupations are not supposed to know. So one need not necessarily have traveled the entire circle of human knowledge in order to teach arithmetic well; but he must know something that is not arithmetic, viz: how to reach, stimulate, and direct a growing human intellect.

That the world should demand teachers of broader culture, teachers possessing more clearly defined ideas of what constitutes education, and who know what the product of their labor *ought* to be, is as much to be expected as that buyers now demand a piano of finer finish and greater power than formerly. The world moves and teachers must move with it.

I have not the means of ascertaining the fact, but I venture the opinion that not one-fifth of the teachers of Ohio are subscribers to an educational periodical, and have half a dozen professional books. I fear that the ratio is smaller among rural than among city teachers. Thousands of teachers are, perhaps, obliged to begin business on just the capital that enables them to secure a six or twelve months' certificate. Thousands are continuing in business on just that capital. The error and the shame are not so much in beginning as in continuing on that basis. The former may be necessary, the latter can not be, for the means of growth—of increasing capital stock—are within the reach of all. But the teacher must teach, and that implies exertion. Growth comes through the intelligent exercise of the powers of body and mind, through study and thought.

The teacher who is not studying beyond what is necessary to secure a legal license to "keep school" three or four months each year, is not growing. If not growing, he is fossilizing. If fossilizing, he has lost his usefulness as a teacher. Mind is sharpened and brightened by friction with mind. Contact with our fellows is essential. The isolated country teachers must secure that contact largely through the aid of the printing press. Few people can say "Books are for one's leisure hours." For most people they are for hours of hard, continuous, persistent work. To country teachers especially, professional literature should come as a blessing and an inspiration, for they especially need it, deprived of many of the advantages to which city teachers have easy access.

Country teachers often excuse their failure to attend more closely to the matter of professional culture by pleading meagerness of salaries. If they will remember that one of the best methods of securing a better salary is to make one's self worth it, the plea will be less frequently urged.

Country teachers, waste no time in bewailing your unfortunate lot. There are greater misfortunes than being an earnest, thorough, wide-awake, country teacher; the fate of an inefficient drone in the city is tenfold more serious. Improve the opportunities which God and your efforts may bring within your reach. Work. The more you do for yourself, the more you will be able to do. If you can not be the *best*, be the best you can. Study the problems that interest teachers. Try methods suggested by others, and invent better ones for yourself.

Study the masters; but avoid the error of imagining that the books and periodicals can do everything for you. The best that the best book, best periodical, best instructor can do for you, is to stimulate you, and to furnish a portion of the raw material from which you may erect your professional structure; the worst, is to make a machine or an imitator of you. A teacher must be an inventor — an original. He may *adapt* methods; he can not *adopt* them.

Your employers may not all be educated men; may not be able exactly to formulate the essential qualifications of a good teacher; may not be accurately informed as to what and how much you read and study, or how you spend your evenings and other leisure time; but the chances are that they are men of ordinary sense, and that they know whether you are a growing man or woman in your business, and whether you are attending to the business you assume to follow; and they will assist you to your place accordingly.

Your professional standing is mainly in your own hands. You must work with other appliances and other surroundings than city teachers; but *work*, and that only, will place you on a level with the best of them.

WHAT is remote and difficult of success we are apt to overrate; what is really best for us lies always within our reach, though often overlooked.— *Longfellow.*

THE JOY POWER IN SCHOOL.

BY J. C. O. REDINGTON, NEW YORK CITY.

"Excelsior! I'm bound to win," sang the boys and girls, and as the chorus rolled through the open windows every eye brightened — those eyes that had been vacantly staring in idleness. The spirit of the whole room was changed. Minutes became twice as valuable as those before the short song.

A curious visitor asked the teacher: "Why came such a magic change? Why did they take to work so suddenly?"

These are indeed questions. Who was this teacher? Not an especially imposing or dignified person — only a bright-faced, cheerful worker, whose life was full of constant deeds of kindness. Many are more learned, more brilliant, but few more skillful in touching the harp strings that move the life and achieve results.

Her answer was: "My pupils are taught to work with zeal — to do whatever they do with energy and do it well. If they study hard, the mind tires and afterward works more slowly and at a disadvantage. I find that song is a quick rest-giver. It is almost magical in its effects. I suppose the physical exercise aids much, for when we sing, we sing with an eager, bounding voice. Our songs are the natural voicings of the joys and the energies of every heart. We sing to keep our hearts alive. We are filled with joy that gives a new strength; we awaken ourselves by our united sympathies. Our courage is revived at once. Bright pictures of the *possible* to human will and energy, kindle afresh the fires of ambition. The vocal utterance of the aspirations within us for power, strengthens our determination to do something and be something. The beauty of sweet melody drives away the baser passions, and pours over us a wave of kindliness."

"Do you choose difficult music?"

"No, sir! mostly easy, simple tunes, readily learned by the children. Modern æsthetics and sticklers for classical music, might pooh! pooh! at the melodies as frivolous, but they are musically tasteful and have a power in them that warms and nerves the heart. Our time, crowded with intellectual exercises, does not permit us to study the notation of music or learn any difficult pieces. Besides, the world over, the simpler forms, both in sacred and secular song,

have the greater power. The words, read by themselves, may not be choice specimens of poetry, but they speak correctly the every day thoughts of childhood, sometimes in the natural playwords. The language gives a definite direction to the earnest feeling aroused by the music. The most effective songs for our school and home life, are those simpler ones which teach kindly thoughts and deeds and arouse the action of our better natures."

"What are the names of some of your most effective songs?"

"Beautiful Deeds we may all Do; Boys of Spirit; Boys of Will; Excelsior! I'm bound to Win; Never Say Fail; Treasure Golden Moments; Uncle Sam's School; Try with a Smiling Face; Glory for the Heritage; Golden Pleasures; also patriotic songs."

"You seem, then, to consider song a valuable assistant in teaching?"

"I would hardly try to teach without it. The only exercise where all may at the same instant engage together with entire zeal actively expressed, it revives, it energizes, it gilds with joy our weary work. Or rather, it seems to quickly *cast out* the weariness, and in its place give a fresh vigor, potent for rapid, successful work. It furnishes an esprit-de-corps, that can be equally cultivated in no other ways."—*N. Y. School Journal.*

IMPROVING COUNTRY SCHOOLS.

In a matter that so vitally concerns the well-being of society as do our schools, no one should be indifferent. This sentiment commends itself to the judgment of everyone who reads it, for it is the accepted theory of all civilized people. But what is everybody's theory is not necessarily everybody's practice. So it is in this case.

In our country towns as a rule, the school system has been accepted and is looked upon as a kind of perpetual motion which will take care of itself. So long as teachers appear pleasant and keep good order in school, everything is pronounced satisfactory. But, brethren, these things ought not to be. In this age of advance and of scientific methods, our schools, the foundation of intellectual progress, should not lag behind. We should constantly be on the watch for any opportunity for substantial progress.

The school facilities of most of our country towns are about these: A sufficient number of district schools fairly, indifferently or badly taught; and in most cases a poor, straggling high school in which some of the "higher branches" are taught. This latter has a prescribed course, and a graduation occasionally takes place. The science of mathematics receives the most attention in both the district and the high schools, and is usually very fairly taught. The natural sciences are untouched in the district schools, and might as well be untouched in the high school. The random and careless way in which they are taken up creates no enthusiasm, and leaves the student without any desire for their further study, or any guide, if he should wish to learn anything about them. English grammar receives a little attention in both kinds of schools, but it is treated and looked upon as a dry, uninviting necessity. If it ever helps anybody to better English, it is in after years, when the meaning of the old rules and conjugation breaks upon him. Several in the high school will study Latin, and once in a great while some lad who has somehow got the idea of going to college, will take Greek and plod along as best he may, with a teacher whose little store of Greek has long since grown rusty for want of use. Geography receives indifferent attention, with a parrot-like teaching of set questions and answers.

Our normal schools have done much to break up this state of things, but there are many towns unruffled by any such new elements. What is to be done with such schools? I wish to offer a few suggestions, the results of work in the school room, and some observation and thought on the subject:

1. Let some live man in the town enlist two or three other live men in the same cause, and go at them with an unpublished determination to upset some things and to set up others. Be careful not to do anything at first that will call for more money.

2. Aim at finally securing a better-trained class of teachers.

3. Aim at a thorough grading of all the town schools.

"Where is the money coming from?" There need not be another building nor another teacher in order to carry out such a plan. It will give the committee a little more work, and the teacher a great deal better opportunities to teach; that is all. With the constant change of teachers in our schools, the scholars gen-

erally classify themselves. This bringing together of good and poor abilities in the same class greatly retards progress.

Let all the schools in town be arranged under one system, something like the following:

1. Have a prescribed course of study in the district schools, with a regular graduation and diploma at the end.

2. Let the course be arranged into grades, and the scholars of the different grades sit by themselves in the school room.

3. Let the committee at the end of each term furnish examination papers for all the grades — the same set of papers being given to similar grades in all the schools. Let there be a fixed per cent., which all who pass into higher grades must first answer correctly.

4. Let the studies of each term be prescribed, due consideration being given to the fact that many attend in the winter term who cannot during the remainder of the year.

5. The course might be arranged, say, into four grades; the first grade taking in reading, writing, spelling and mental arithmetic. Let the second take the scholars to decimal fractions in arithmetic, and a corresponding state of progress in the other studies; this grade ought to begin drawing and have daily drills in the use of language and no formal grammar. The third should take them through the "practical" arithmetic and the elements of geography, with corresponding advance in the other studies. The fourth should deal with the higher arithmetic, geography, grammar, writing, spelling, drawing, reading, composition, speaking, a simple mode of book-keeping, the make-up of the human body, and some of the most important laws of health. It is strange that the art of drawing, so useful in almost every calling in life, and so easily acquired, should have been so long ignored by our schools.

6. If you get your town very highly educated, you may be able to get a town teacher of music, who shall teach this branch of education in all the schools, having classes daily in two different schools, thus visiting and teaching ten schools per week, and in an average town giving a lesson every two weeks in each school. Our schools will come to this in time. Where is the wealthy, intelligent, benevolent and public-spirited man who will bless his town with such an advanced step in education and prove its practicability?—*New England Homestead.*

MIND-GROWTH; OR, HINTS TO PRIMARY SCHOOL TEACHERS.

BY H. W. ARNOLD, WESTBORO, MASS.

Of all organisms difficult of understanding, the mind of the child with its complexities and contradictions exceeds every other. It is essential, however, that every teacher become acquainted with this peculiar organism in order that its growth may be in the right direction. Let us examine a few of the steps in mind-growth. An eminent psychologist has said, "If we could by any means transport ourselves into the mind of the child before perceptive consciousness was awakened, we should find the inward world everything to him, the outward world nothing." A few months pass, and a wondrous change is effected. The embryo mind bursting the seed-case which has fettered its growth, begins to live in the world of outward realities. With the birth of perception it becomes acquainted with surrounding objects; recognizes faces; is delighted with bright colors, pleasing tastes. The special senses have been called to life, and a world of possibilities is open to the child from henceforth.

> "His mind impressible and soft, with ease
> Imbibes and copies what it hears and sees;
> And through life's labyrinth holds fast the clew
> That education gives it, false or true."

The attention which is so early developed in the child is at first spontaneous, but by the introduction of will, is made a necessary operation of the mind: Questions like these throng the youthful mind. What is this made of? and why? It is at this period of mental growth that object-lessons serve their double purpose of imparting information and of fastening the attention upon a single thing.

The memory and the imagination soon appear to the one watching for their appearance. "A burnt child dreads the fire." Why? Because he has had a sensation in his hand that was not pleasant, when he tried to pluck the bright coal from the grate. He remembers the sensation and dreads its repetition. This may be the first act of memory, but from this time that faculty grows. In like manner the imagination awakes. Rude and imperfect playthings

serve many occasions. A stick is a horse or a fishing-pole; a chair is an omnibus or ship. The child likes to make believe, and his imagination supplies the details. Another of the mental faculties is developed at an early age. This is the reason. As soon as a child begins to think he begins to reason. If this were not the case we should suspect that he were mentally deficient. The subjects which call forth this faculty are not weighty ones. He reasons about his playthings, and is particularly sensitive in regard to what he considers as his rights.

There are several strongly-marked characteristics which the primary teacher notices in new arrivals to the school-room. The first of these is an overpowering desire for freedom. This desire is Nature's hint as to the manner in which the early education of children should be conducted. Nature is a wonderful educator, and the best school-room for children is "out of doors." Every tree, flower, bird, and insect has a story to tell him. He needs no teacher at his elbow to remind him that "birds build nests," or that "trees have bark and leaves," for he already knows these facts, and left to himself will find out most of the common facts and occurrences of every-day life. Teachers in the primary grades often do much to hamper the freedom of children unnecessarily. They forget the kind of life the child has lived before the restraints of the school-room were placed upon him, and make no allowance for restlessness and lack of enthusiasm. In their haste to put away "childish things," teachers are likely to forget the time when they "spake as a child, understood as a child, thought as a child." Happy are those pupils who are so fortunate as to possess a teacher who retains her youthfulness of spirit when presiding over a school; who grows younger-hearted as the years pass, and loses none of her buoyancy of spirit; who can sympathize with childhood's sports, and enter into them with youthful zest. Such teachers as these are rare, and so it comes to pass that many children look forward to release from school-life as from a prison.

Another characteristic of the young mind is curiosity. The wise teacher knows the value of this quality. If you excite in the child the desire to know, he will eagerly wait upon your questions and try to solve them. Another quality is vivacity. Children are full of animation. Their pulses beat faster than ours. They think

faster, speak faster, and are impatient of slowness. They, likewise, love to be employed. Provide something for your pupils to do, and you will not have so much need of "discipline." Children, as a rule, are not unreasonable. If you will take the time for explanations, you will find them as quick to discern which course of action is the wisest and best, as yourself. Therefore let motives to action be presented at an early age, that the moral nature may keep step, in its growth, with the intellectual nature. "Head and heart constitute together the being of man, and he who is sound in only one is a cripple."

Great is the responsibility resting upon the primary-school teacher, for the reason that so much of mind-growth depends upon her ability to instruct. No teacher needs to be reminded of this fact, if she be a faithful worker. Too often is she weighed down with her burden, and deplores her inability to realize her ideal. Too often she depreciates the value of material which she has at hand, and deems it small and weak and well-nigh useless. So to your pupils a ball of twine seems very small and insignificant, because with one hand he can cover it. But let him commence to unwind the string, and as his mind-born kite mounts higher and higher and becomes but a speck in the distance, then he realizes the length of the string and appreciates its value in holding aloft the kite. The means were small and unworthy, but it accomplished the desired end. So there are principles of teaching which may seem small when held in the teacher's hand, but when they are caught up upon some experience, and unfold themselves and work their wondrous changes in the character of children's minds, they seem to stretch out until there is no measuring their length.

READING FOR PUPILS.

What is an interesting book? The most earnest student must find something that he cares for in his scientific or historical course, or his study is of little value to him. There is nothing so beautiful as truth, and the real lover of knowledge becomes more deeply absorbed in his subject if it is real, than the reader of fiction can ever become; for is it not the wonder of new worlds that is opening and rewarding his search? Not that the world of fiction

has not its wonders; it is natural that we like to read stories, for life is a grand story, so it must follow that it is full of interest. We can be entertained by that which does not touch our deeper feelings at all; to become interested we must take it sympathetically into our minds and life, until it becomes a part of our being, thus bringing what we read to be a revelation to ourselves as well as of others.

Our thoughts, hopes and highest aspirations are mirrored back to us from the volume we read; we linger over it with almost reverence, and lay it down with gratitude that it has been written.

People do not all read alike. A book that to me may seem dull is to you full of interest and bright thoughts. Is this not in the undeveloped taste? They who have read nothing but French novels, and the very lightest kind of poetry, will be very apt to call all other kinds of reading dull. The power of discrimination seems to be absolutely lost in such. If each of us would look to ourselves thoroughly, see if our reading makes us more visionary and restless, more absorbed in self or thoughtless of others, or whether it gives us a lift upward to a higher, broader plane, helping us to see good instead of evil in our fellow-beings, inspires us with a desire to be pure, true and noble, and assist others to be so, then we can find that our reading is of value, and it will be interesting.

The whole realm of literature with all of its grand treasures, is at the command of the wide-awake teacher of to-day. If all stolid, plodding, weary teachers and pupils could or *would* but look with the loving eye and heart of a Wordsworth on the face of nature, they would have new life — new joy, infused in their work.

We teach the pupils to be practical, to learn to cipher, demonstrate the rule of cube root, learn the names of all the delightful lakes in the different countries, but their valuable time must not be wasted in seeing if Shakespeare, or Tennyson, is interesting or of any value to them. Let us look at poetry; to some it is dull. They take no pleasure in reading those grand thoughts; others, it fills the soul with pure, bright pictures. It reveals the mystery and beauty of life — fixes firmly in the heart the precepts of purity and truth. To be interested in Shakespeare or Wordsworth we must see the same pictures they saw, think the same thoughts that

were theirs, and in doing this we surely will find deep interest and ourselves growing better.

As teachers we may teach a boy the fundamental rules of arithmetic, and make him useful in the counting room, but with this, if we teach him to read Hiawatha, Little Nell, and Bryant, we make him more useful, widen and strengthen his life, enlarge his capacity of enjoyment, and open a fountain of happiness to himself and others, and help to live purer lives.

The idea so prevalent among teachers to "cling closely to the text books" and let poetry and good literature be read at home, is an absurd idea, and should be abandoned. Bring them to the school room; teach them to become interested in David Copperfield, Dickens, Longfellow, and other good works — to cast aside the trash that is flooding our country — teach them that one talent, well cultivated, deepened and enlarged is worth more than a hundred shallow faculties, and that the first law of success, at this day is interest.— *The Moderator.*

EVERY-DAY USES OF READING — COMMON ERRORS.

Elocution should be taught more generally in schools — not so much in reference to public speaking as to daily conversation; not only should the pupil be drilled in pronunciation and choice of words, but the voice itself needs training as well for speaking as for singing. The *nation* with the mouth wide open should be set to practicing diaphragm tones, pure, round and musical, and at the same time be made to understand that such tones *cannot come via the nose.*

Tones acquired, teachers should have good text-books for pronunciation, based upon the best English standard. In a class of ten professional men, eight would probably err in pronouncing the words ending in "ity," "ible," and "itive," as public*u*tty, felic*u*tty, terr*u*ble, poss*u*bble, plaus*u*ble, senus*u*tve, inquis*u*tive; in "able," remark*u*bble, sal*u*bble, reason*u*bble; in "ance," temper*u*nce, arrog*u*nce; in "al," suicid*u*l, music*u*l; in "el," ang*u*l; in "en," heav*u*n, sev*u*n, ev*u*n; in "ety," soci*u*tty, vari*u*tty; in "lar," partic*u*lar, jocul*u*r, regul*u*rly; in "or," hon*u*ruble, sen*u*ttur, orr*u*ttur; in

"dent" and "dence," prud*u*nt, prud*u*nce, pres*u*d*u*nt, imp*u*rt*u*nunt, diff*u*d*u*nt; in "il," civ*u*l, penc*u*l; and as much as Americans cling to the favorite pronunciation of "u," when another vowel should be sounded, we say "instit*oo*tion," v*u*rch*oo*," "d*oo*ty," t*oo*ne," showing that when we have a fair chance at this elementary sound, we emphasize and harden it in wild excess of joy.

BLACKBOARD EXERCISE.

I presume that the tune,
You assume to be new,
Was known to the duke
And his flutist, ere you
Ever heard of a lute,
Or the flute that he blew.
That the dew on the grass,
And the note that is due,
With the words "constitution,"
And "plume," "flume" and "flew,"
With hundreds beside
Which contain the long "u,"
Sound just as absurdly
Pronounced as men do,
To the ear of the scholar,
The student, the muse,
As to say "we refoose it,"
Instead of refuse.

A little attention will bring out one or two other mistakes besides the mispronunciation of the "u."

There are words ending in "ow,"—yell*ah*, pill*ah*; "o,"—pian*ah*, p*u*tat*ah*; "ol,"—via*l*nce, via*l*et; and those beginning with "sh,"—srill, srimp, srub, srivel.

Mispronunciation and malaccentuation of words is not, however, more noticeable than the monotonous falling inflection which we give to the ends of our sentences. Our voices sink and fall in pitch at every semicolon and period: "Friends, Rom*u*ns, country-m*u*n," and the voice is nearly in the boots; whereas, "Friends, Romans, countrymen," with the voice rising on "countrymen," gives a new life to the sentence. (Notice the last line in the fifth

stanza of "The Three Physicians," with reference to this matter; also the last line of the ninth, and the second line of the fourth.)

However, I am not aiming at a treatise on elocution. I would only call attention to the American faults of language:

1. As regards command of voice and tone.
2. Pronunciation of syllables.
3. Accentuation.
4. Errors of inflection.
5. Indistinctness of utterance — all of which serve to distinguish the educated gentleman from the unpolished man.— *Richard Grant White.*

"STORMY DAYS."

BY A. N. FELLOWS, UNION PUBLIC SCHOOL, N. J.

What to do on a "stormy day," when only about half the number of pupils are present, is a question the teacher often asks himself. It doesn't seem just the thing to go through with the regular exercises, as there is not, perhaps, a full class in any study. Some *general exercise*, in which most of those present can engage, will be most useful and satisfactory. We will suppose the school to be a *mixed* one, and twenty pupils (about half the usual number) present, five of these are "primarians," and the rest are farther advanced, able to write a good hand, and study arithmetic, geography, grammar, history, and the higher branches,— in fact are of the *third* and *fourth* reader grades.

We would open the school as usual, and announce that the regular programme will not be followed to-day, but that, instead, we will each make a little *book*, on the "catechetical plan." We will make the questions and write them on the board, and each pupil may copy them correctly and give the proper answer under each question. The pupils are provided with pencils and paper, which we keep on hand especially for this exercise, the pupils each contributing a few pennies each term for this purpose. We now tell what is to be the *title* of the book, and write it on the board for them to copy, — calling it the "title page."

We next write the questions on the board on the first subject,— which is, perhaps, arithmetic,— and say that each pupil is to get

the answers to them without any aid from any one; but is at liberty to consult any text or reference-book which will aid him to give the correct answer. This has a tendency to form the habit of *investigation* and *self-reliance*, which is the essence of an education. While they are at work on these questions we attend to the *five primarians*, giving them something to do that will interest and keep them out of mischief; and so we proceed until the questions have all been given, copied and answered.

When this has been done, the pupils should be required to fasten their papers together and hand them to the teacher for inspection and corrections, after which they are to be neatly and carefully copied and arranged in book form. The time required will, of course, depend upon the number of questions, which the teacher should make correspond to the time at command and the intellectual capacity of the pupils. The teacher should have a set of questions prepared in *advance* for such occasions, which should be only such as can be answered from previous knowledge of the pupils and from text-books at hand.

The "books," when completed, should be exhibited to the parents by the scholars, after which they are to be numbered and placed on file. Such a book, or series of books, if the teacher has used care and judgment in selecting the questions, will be valuable at the end of several years. The pupils will gradually become much interested in this kind of exercise, and the "stormy day" will be looked forward to with pleasure, and become a day of special interest and profit.

Of course the teacher should see to it that the "books," when completed, are as free from errors as possible. Thus the pupils not only gain a knowledge of the branches in question, but have had a practical lesson in language and preparing manuscript for the press. Indeed, the whole work should be carefully reviewed by the pupil, and criticised by the teacher, from "title page" to end, before it is exhibited to the parent or put on file. It is best not to undertake too much at first, but follow the old maxim, "*Festina lente.*"— *N. E. Journal of Education.*

If a student convince you that you are wrong and he is right, acknowledge it cheerfully, and — hug him.— *Emerson.*

STUDY IN THE DICTIONARY.

Some thirty or forty years ago, a part of the ordinary school work for every pupil who had reached the third reader was the learning of long columns of words and definitions from an abridged dictionary. No scholar ever learned the dictionary through, but each bravely began with Ab and went on until changing circumstances took him away from this school room into another. The common method of this definition teaching was to require the word to be spelled and the definition recited correctly, and the examples to be given of the use of this word, in sentences or various combinations.

This study fell out of schools a long time ago, and though we would not advocate its restoration in this form, we must admit that its advantage to the pupil was marked, not so much for the amount of information thus actually gained, as because of the excellent mental discipline afforded, and the arousing of the scholars to a knowledge of what the dictionary was for. Besides, the definitions thus arbitrarily learned were stored up in memory for future use. Imperfectly understood when committed, perhaps, they recurred to the pupil in subsequent reading and study, themselves made clear as daylight by a flash of understanding, and illumining dark subjects likewise.

Teachers should cultivate in themselves and in their pupils also, the habit of studying the dictionary. Whenever a word comes up that is not clear to the mind, go to Webster with it, and solve all doubt. The habit of searching out what is not thoroughly understood, is the first step toward good and thorough scholarship. Then the knowledge thus gained concerning language is immediately valuable and applicable to the matters of daily study. Cultivate the habit of searching out, therefore, a portion of the hidden and exhaustless treasures of the dictionary.

KEEP clear of personalities in conversation. Small minds occupy themselves with persons. When you must talk of persons dwell on the good side. There are family boards where a continual criticism and cutting up of character go on, but it is not a pleasant thing to a kind heart — one does not like to dine off a dissecting table.— JOHN HALL.

OFFICIAL DEPARTMENT.

TO CITY AND COUNTY SUPERINTENDENTS.

City and county superintendents of schools who have not already made a *special* report, will please do so without delay.

Where superintendents have made sufficient memoranda during their visitation of schools to enable them to fill up the outline definitely and accurately, I would respectfully suggest the following as embodying the points upon which information will no doubt be useful, interesting and instructive:

1. SCHOOL HOUSES.—Location; heating; ventilation; seating; light; apparatus.

2. TEACHERS.—Ability to organize and govern; ability to instruct.

3. EXAMINATIONS.—Special certificates; time devoted to any given examination; oral work; method of determining standing.

4. INSTITUTES.—Attendance of actual teachers, as compared with the number required to teach the schools; work done at institutes; reasons for *full* and *sparse* attendance.

5. COURSE OF STUDY.—Number of schools which have adopted; results; objections, if any; examinations for certificates at end of course.

6. INTEREST IN EDUCATION.—School boards; patrons; public generally.

7. ATTENDANCE OF PUPILS.—Rugular and full, or otherwise, with causes.

8. SUGGESTIONS.—Records (form of); reports; meetings of teachers; meeting of county superintendents.

I would respectfully suggest that for the ensuing year all superintendents conduct such careful inquiry and observation as will enable them to make special report on the above outline.

The time for making the annual reports by superintendents has expired, but all have not yet reported.

ROBERT GRAHAM,
State Superintendent.

EDITORIAL.

THE following extract from a letter of an esteemed correspondent, fairly outlines the situation in very many counties of this state. The work required to be done in these localities by institute conductors, is elementary, so far as the branches of study considered are concerned; but it is a work of high art, nevertheless. To stand forth as a model, a pattern, to be imitated, to create and impress ideals by precept and example, to stand between the hundreds and thousands of subject children and the lifeless, routine, or positively evil methods of crude and poorly furnished teachers, to inspire the latter with a sense of responsibility and the need of clear perceptions of, worthy aims in, and fitting preparation for their work, surely this is a work of no ordinary character or significance. Another feature of this work, germane to it, and called for in every part of the State, is the awakening of general public interest in the cause of education, and directing this awakened interest into practical forms of expression or action. Too little has been attempted in this direction. The interest of the public has been regarded as incidental, rather than organic and fundamental. A good move has been made this year, in the designation of the presidents of the Normal schools to visit institutes held in the vicinity of the schools each represents and speak to the people as well as to the teachers. Massachusetts, even, finds it necessary to have a similar practice, and we may safely follow her example.

But to the extract:

"I have been looking at the Institute work this season — questioning its right to exist. I will take this county as I find it. Sixty-three teachers are required to fill its school rooms this winter. Forty-two school workers are in attendance. This county is in a measure isolated from other sections of the state. The ideal school here, is one in the hands of a young man of "tact," who can obtain a certificate by any means and of any grade. Any apparent means of raising this ideal lies in one or both of the channels — State Normal and State Institute. The Normal is beyond the reach of the majority. Some students of the Normal are now among the residents of this city. They come in and sustain our daily work, — they help us to form the school sentiment.

"The Institute conductor is the leader of school thought here. His teaching is in a degree imitated, his suggestions are quoted, his ideals become ideals for many and meet with little opposition.

"There is no school center in this county. The Institute beomes the principal means of lifting the common schools of the county. The value of character in a teacher will not be recognized here until some years have passed. A fair amount of elementary education is not yet deemed at all essential. Of course, it follows, that much depends on the conductor. The same man ought to come year after year, and *with the superintendent* guide the school economy of the country districts."

A LITTLE more than a year ago, the only school building in the city of Chippewa Falls was burned. Within a few months a brick building was erected on the same site, having five rooms and a seating capacity of 250. Another

building of four rooms, with a seating capacity of 200, was completed during the year.

These rooms were furnished with patent desks and all needed apparatus, as reference books, globes, maps, and charts. At the present time, a high school building is receiving the finishing touches, and will be ready for the principal, C. A. Burlew, during the next month.

Chippewa Falls is a busy, thriving city, and that its school interests keep pace with its general prosperity is shown by the three new buildings which are officered by a strong corps of teachers, each of which is a normal school graduate. Much of this interest in the welfare of the boys and girls may be due to the fact, that the president of the Board of Education is Col. Ginty — a newspaper man.

VISITING COMMITTEES to State Normal Schools for the ensuing year have been appointed by the State Superintendent as follows:

PLATTEVILLE.— Geo. W. Burchard, Ft. Atkinson; Wm. A. Walker, Manitowoc; Albert Hardy, La Crosse.

WHITEWATER.— Geo. H. Paul, Milwaukee; Jno. G. McMynn, Racine; H. B. Dale, M. D., Oshkosh.

OSHKOSH.— Alex. Kerr, Madison; E. H. Merrill, Ripon; Charles Luling, Manitowoc.

RIVER FALLS.— Sumuel Shaw, Madison: Wm. E. Barker, Pepin; W. Pitt Bartlett, Eau Claire.

THE Normal School at Platteville has entered upon the seventeenth year of its work. Some changes have been made this season in the teaching corps, at this school and also at the school at Oshkosh, which we note as follows:

Prof. Volland having resigned the position of teacher of Latin, and Miss Aspinwall that of principal of Grammar department, necessitated the employment of two new teachers. Miss Clara E. P. Smith, for the past year principal of the preparatory department, has been assigned as successor to Mr. Volland. Miss Sadie F. Burr, of the class of '78, and for the past three years first assistant of the 8th district school in Milwaukee, succeeds Miss Smith in the preparatory. Miss Burr returns to her *alma mater* with an excellent reputation as a teacher, having had charge of a department in one of the largest schools in Milwaukee. When she resigned her position last spring the Board of Education of that city tendered her the choice of several schools if she would remain.

Miss E. Walker, who succeeds Miss Aspinwall as principal of the Grammar department, comes from St. Paul, Minn. She is a lady of fine education and a large experience in the class of work assigned to her.

At Oshkosh, Prof. W. C. Sawyer, late of Appleton University, teaches German, English lierature, political economy, and civil government; Prof. A. N.

Marston, of Fitchburg, Mass., teaches natural sciences, in place of Prof. Garver, who declined to return this year; Miss Eliza Darling, of Ann Arbor University, teaches history; Miss Harriet E. Clark, an early graduate of this school and lately of the Boston School of Oratory, teaches reading, orthœpy, and related branches.

No person has yet been selected as the successor of Prof. Salisbury at Whitewater.

All the normal schools open with large attendance.

It has been frequently noted that attendance at secondary and higher schools does not increase in proportion to the general prosperity of communities, but rather in an inverse ratio. The present, however, seems to be an exceptional year in this as in many other respects. The State University, the denominational colleges, and the high schools, all seem to be sharing in the general prosperity of the times.

By the school census of the city of Fond du Lac it appears that there are 975 male and 1056 female children in the city between the ages of seven and fifteen years — total 2031; of which 292 male and 298 female, a total of 590, did not attend school last year. The whole number of children between the ages of four and twenty in the city is 5,076 — 2314 males and 2,762 females.

The Century Magazine for October closes another volume and year of unprecedented success of this popular magazine. The immense circulation reached, is evidence of the favor which greets it everywhere. The editors announce that they attribute this partiality to the distinctive *American* characteristic of the periodical, and that the purpose is to make it still more attractive and indispensable for the future. Now is a good time to subscribe.

NOTES.

Prof. Geo. H. Reed formerly principal of Carroll College, has been employed by the district board as principal of the Union school at Waukesha for the ensuing term. Prof. Reed is a man of superior abilities, a thorough gentleman and experienced in the work of education. The board and the district are to be congratulated on their good fortune at so readily securing the services of a gentleman of broad views and abundant qualifications for the important duties.

MR. W. J. HOSKINS is principal of the Humbird High School. He is a graduate of Lawrence University.

PERSISTENTLY the advocates of free schools in England are fighting their way to the position taken by the Americans years ago, that the public schools must be open to all the children of the commonwealth.

IN imitation of the plan adopted by the London University, the Illinois Wesleyan University at Bloomington, Illinois, has had for nearly ten years, courses of study open to non-resident students, with non-resident examinations.

HON. W. T. HARRIS, late superintendent of public schools of St. Louis, has been elected member of the school board of Concord, Mass., where he now resides. He is to prepare a course of instruction in temperance to be used in the Concord schools.

PROF. SALISBURY has gone to New York to enter upon his new duties as head of the educational work of the American Missionary Society. Our best wishes go with him, and we hope that his work and worth may be appreciated by his new associates as they are in Wisconsin.

THERE are 220 normal schools in the United States, with 26,000 pupils. The figures surpass those of any other country. In the number of schools for secondary instruction, the United States, with 2,200, leads the world, although the number of pupils — 196,000 — falls below the number — 200,000 — reported in 1,800 schools of Germany.

MILTON COLLEGE opens its present fall term with the attendance of 160 students, and with the prospect of enrolling 20 others in a few days. This is a decided gain over any previous year for a long time. The departments of music, elocution, and oil-painting, recently added, are well patronized. President Whitford is again at his old post as the head of the institution.

PROF. WOOSTER, formerly of Whitewater Normal School, who has been assisting Prof. Chamberlain in geological explorations, returned this week from his summer's work on the great "Kettle Moraine." He drove a horse and buggy about fifteen hundred miles through the states of Illinois, Indiana, Michigan and Ohio. It will require several weeks to classify and complete his notes.

THE editor of the *School Moderator* very truly says that teachers' institutes are a grand power for good only as they do their legitimate work. Those very ornamental essays and speeches of the spread-eagle style by distinguished citizens are very properly a bore to all teachers who now come there to learn something. The institute should assume the form of a school, and should be manipulated by one who is thoroughly familiar with the very best methods of imparting instruction to children. Each branch in the public school curriculum should be taken up with the sole view of finding the best method of teaching it.

SECRETARY DICKINSON, of Massachusetts, is about to marshal his brigade of "educational tramps" (Gail Hamilton) for a campaign of twenty autumnal institutes for teachers. These meetings generally continue for two days, including twelve day exercises by the most accomplished public school workers in the state, and two lectures by distinguished friends of education. They are held in the smaller towns, and are occasions of great interest to the people of the district whose teachers are expected to attend.

The Teachers' Institute, which has been in session here since the 18th inst., was well attended last week, and so marked was the interest shown that a majority of those present voted against suspending the work for even a half day to attend the county fair. Prof. Hutton seems to have secured the cordial good will of the teachers, and they are assimilating some of his best hints and suggestions as to methods of instruction, at the same time they are enlarging the boundaries of, and filling up the gaps in, their knowledge of the common branches of education.—*Neilsville Times.*

WE lately stumbled upon one of the most aggravating spectacles in a graded school. A master with a great reputation for learning was concentrating his powerful intellect upon hearing the recitations of a dozen big girls in the upper room, with "no time for supervision" of his school, while a poor woe-begone little mistress was staggering about in the primary department with a hundred young candidates for scholarship packed liked sardines on the seats of her narrow and badly ventilated room. The man who cannot see that his first duty in such case is to call up relays from the swarming slough of despondency to his own room, and, if need be, set his great girls at work trying to give them a little comfort, should take his cultivation to another market.—*Iowa School Journal.*

MANY of the schools in this locality have secured teachers. John Pospisel will experiment in Dist. No. 4. Griffith Pritchard will be a probationer in Dist. No. 1, and Thos. Hogan will officiate in Dist. No. 2. Some good selections are being made by some school boards; but yet although ten years of excellent supervision have created enthusiastic and progressive teachers, the majority of school officers give no signs of advancement. If they make a good selection, it is nearly always a fortuitous one; they are supine in the discharge of a sacred duty which they treat as a perfunctory one; they are still lingering in the evening shadows of a past age, while around them is springing up a race ever ready to ascend to the hill top to meet the dawn of advancement.—*Monitowoc Pilot.*

ON June 10th, Paul Tulane, now of Princeton, N. J., but formerly of New Orleans, donated to the latter city for educational purposes property valued at about three hundred thousand dollars. The administration of the property will be intrusted to a board already selected. Mr. Tulane does not indicate any particular form or department of educational work which he wishes the administrators to foster or establish, but leaves the matter to their judg-

ment. The educational policy is to be established by the Board. Concerning this liberal donation the Louisville *Journal of Education* appreciatingly says: Crowning the closing days of a long and prosperous business career by this act of noble generosity, Mr. Tulane has conferred upon New Orleans a great benefaction, and covers his name, while living, and his memory, when dead, with imperishable lustre.

SOME years ago, in a Rhode Island legislature, a member moved to translate the Latin phrases in the statutes, so that the people could understand them. A Mr. Updike took the ground that it was no advantage to have the people understand the laws. He said they were not afraid of anything they understood; that it was the Latin words they were afraid of, and proceeded to support his statement as follows: "Mr. Speaker, there was a man in South Kingston about twenty years ago who was a perfect nuisance, and nobody knew how to get rid of him One day he was hoeing corn, and he saw the sheriff coming with a paper and asked what it was. Now if I had told him it was a writ, what would he have cared? But I told him it was a *capias ad satisfaciendum*, and the man dropped his hoe and ran, and has not been heard of since. I believe in giving the law to them in Latin."

THE Board of Education of Kansas City addressed a note of inquiry to the teachers. The questions and answers were as here given: 1. What educational journal do you take? 2. What authors on education have you read during the present school year?. 3. What works on education have you bought during the present year? Responses were received from eighty-one teachers to these questions; six did not reply, or if they did, their answers were not received at the office. An analysis of the responses show the following facts: Forty teachers take one educational journal each; twenty-one take two; six take three; three take four; and seventeen take none. Twenty-four had read one book each; nineteen, two books; seven, three books; five, four books; and thirty-one had read no educational authors. Twenty-four had bought one book each; four had bought two books; one, three books; one four books; and fifty-six had bought no books during the year.

THE editor of an exchange says: "A graded system of common schools is, at present, the greatest need of our public school. There is too much rush and too little method in the school growth of the youthful mind, and its results are being felt where great exertion has been made to advance the condition of general instruction. The pupil enters his first school and labors for a season with good success to find that a change in instructors has reduced him nearly to his previous condition. This causes him to flounder about and either enter manhood with but little preparatory discipline, or to enter at a great disadvantage some of our higher institutions of learning, there to begin what should be well advanced or near its completion. To avoid this misdirection the schools of each state should be so arranged that the pupil of any district of a county could enter any other school at any time without sacrifice and there pursue the same line of work until the course is completed.

PROF. D. S. WENTWORTH, of the Cook County Normal School, died at Denver, Colorado, Sept. 16th. Prof. Wentworth had gone to the mountains for his health, which had become greatly impaired. An improvement in strength after his arrival there gave his friends hope that his health would be restored, a hope soon dissipated by recurring feebleness. In 1854 he came to Chicago to take charge of the Scammon School, which he taught for some years. In 1867 he was appointed president of the Cook County Normal School, and with the exception of one year, when he was displaced by political influence, he filled this position acceptably to the end of the last school year. As a teacher Prof. Wentworth was very successful, and his excellent methods gave him a reputation far exceeding the limits of his state. As a man he was upright and honorable, kindly and generous to all, and both respected and loved by all who knew him. His age was 58 years.

THE school vacations are drawing to a close, and parents who have sons and daughters whom they wish to prepare in the best manner for the practical duties of life they must soon encounter, are trying to make a wise selection of schools. To such, the only advice we have to offer is, select a school on the same principle that you would select a plow — take the one which will do the best work, and let the price be the last consideration. A plow to do good work must be well constructed, finely tempered, sharp, and provided with the latest modern improvements. A good school is established with a view to do thorough work. Its plowshares in the form of teachers must be bright, sharp and polished. Its methods must be free from the heavy draft of dead issues, and its whole work must be a thorough stirring up of the mind. Buy the best plow you can obtain for your farm, and make its good qualtics your standard in the selection of a good school.— *Western Plowman.*

TEXAS takes a step in advance of all the other states in establishing a normal school in which not only the tuition of the students is paid for, but also their boarding. The whole expense is borne by the state; and what is more the school owes its foundation to Governor Roberts, the present enlightened and progressive chief executive of the state. * * * It is refreshing to see a governor of an extreme southern state step to the front of the educational army, and lead it forward in this manly way. The declared purpose of this Texas governor in making the normal schools of his state absolutely free is to give the poorer classes of young men and women who desire to become teachers an equal chance with the more wealthy. He says the general government prepares soldiers at West Point, and that the country needs teachers even more than it needs soldiers. The school alluded to is called the Sam Houston Normal School and is located at Huntsville. Another school of the same kind has, we understand, been located at Prairie View and still others are contemplated.— *Penn. School Journal.*

Now that the autumn season draws near, when pleasant evenings may be expected, it should be the especial object of parents to make so attractive both their homes and themselves to their children that the desire to wander

away to other scenes and society may not prevail. The home should not be made simply a resting place, where the tired systems of children are refreshed by sleep and where hunger is satisfied three times a day, but it should be made so essential to the child in its purity, simplicity and attractiveness that the enticement of evil companionships will be cheerfully foregone for the pleasure of its associations. It is natural for children to want society, and they will seek it. If it does not exist in the home it will be found outside, and naturally the interests of childhood will run towards it, in the play of the day, in the walk of the evening and in the conversation of the night. To all appearances this may be well, but we must all admit that there runs somewhere in society a current of evil, whose course, like that of a sewer, is unseen but known to exist, and from which the foul gasses of social disease are constantly arising, infecting the pure atmosphere and in many instances causing moral death. Interest in and love for the home and father and mother is the only means of prevention at hand. Make the home circle so pure, so simple, that the children may center their interests in it and the miasma of the social sewer will not poison them.

Col. Ralph Plumb, a wealthy citizen of Streator, Ill., and now mayor of the city, has just built a large and handsome school building, furnished and fitted it handsomely throughout, at a total cost of over $40,000, and then presented it to the township. Such an unusual and munificent gift surely merits especial and commendatory mention. This gentleman would, no doubt, have made a far better speculation of building a business block or an opera house, but perhaps no other speculation could have earned for him such a full measure of satisfaction, in the knowledge of the impetus which his gift has furnished to popular education in his town. Sept. 1st, with appropriate ceremonies, the building was presented to the town and formally dedicated to its noble purpose. This beautiful building is three stories high, and is 68x84 feet in size. It is built of brick, with white limestone trimmings, after the most modern designs of architecture. Its ceilings are all high, windows large, and egress (in case of fire) in abundance. It is heated with steam by both direct and indirect heat and ventilated on the Ruttan plan. The inside is finished in hard woods, such as walnut, butternut, oak, ash and maple. The building stands on an eminence of ground in the center of a large square, the grounds around being filled with large oak, hickory and other beautiful shade trees, reared where they stand by the hand of nature.

The following are among the principal features of the new school law in France: 1. Instruction in primary schools comprises instruction in morals and civil duties; reading and writing; elements of the French language and literature; geography, especially of France; history, especially modern history of France; elements of law and political economy; elements of natural, physical, and mathematical sciences; their application to agriculture, hygiene, industrial arts, manual work, and the use of the tools of principal trades; elements of drawing, modeling, and music; gymnastics; for boys, military

exercises; for girls, needlework. 2. The public primary schools shall be closed one day every week, and every Sunday, in order to enable parents to send their children to religious instruction outside of the school buildings. Religious instruction is optional in the private schools. 3. Primary instruction is obligatory for all children of both sexes, between six and thirteen. This instruction may be given in pulic or in private schools; or at home, by the father himself, or any person he may select. 4. The parents or guardians have to inform the mayor of the commune, at least fifteen days before the opening of the schools, whether they intend to send their children to public or private schools. 5. The mayor of the commune prepares every year a list of the children of school age, and sends copies of the same to the directors of public and private schools and to the school inspector. 6. Whenever a child leaves a school, the parents or guardians must inform the mayor at once. 7. The expenses for building, furniture, and heating are at the charge of the commune, and the salaries of teachers and all other functionaries are at the charge of the state.

It was very singular that a minister should have been called to the presidency of the Girard College, whose doors were closed against all preachers, and whose sectarian religious teaching was prohibited by the will of Stephen Girard. But it fell to the lot of Professor Allen, a Methodist minister, to fill the extremely delicate position of president of that college. He was called to it in 1850, and in 12 years resigned, but in a short time was recalled, and was president until his death, which took place last month. For more than twenty-five years he held that responsible office, and regularly performed the religious services of the institution. It would seem almost impossible for a minister, as head of a college, to carry out the letter and the spirit of Girard's will, but President Allen was always true to his ministerial obligations, and at the same time never forfeited the trust placed in him by the trustees of the college. He had a catholic spirit and broad human and religious sympathies, and he had a wonderful influence over the students. He cared little for creed but glorified the religion of the heart. He taught this kind of religion to the young men in Girard College, and hundreds of them began life in the business world with religion as a principle of life. Notwithstanding President Allen's firm adherence to the Methodist faith, and standing at the head of the American Bible Society, he was still the guiding spirit of the college, and did more than any other man to make it a success. When he died Girard College received a blow from which it will not recover for some time, and all Philadelphia will mourn his death.

By the time this paper reaches our readers the regular routine of school work will have been begun. The pleasures of the vacation, the visits to sea shore or lake side, to farm house or woodland glen, are only pleasant memories. If the vacation has brought the needed rest to body and brain the teacher has entered the school room again with renewed life and ambition.

The old proverb notwithstanding, we believe that a good beginning has much to do with a good ending. If the first day of the week and the first week of the term can be made thoroughly enjoyable and pleasant for pupils and teacher, that *may* form the key note to all that is to follow. We would suggest a morning exercise. Supposing the teacher should begin by saying, "I haven't seen you for two whole months, and I would like to know what you have been doing during vacation." There is little doubt that uneasy feet would become quiet, and restless eyes would seek the teacher's face to see what was meant by such words. Attention gained is the first point. A few judicious questions would probably develop the fact that a good many of the pupils "hadn't seen nothin'." This is a good thing for the teacher to find out. Really the "nothin'" is only a childish way of saying he doesn't know how to tell what he has seen and done. That he does not know how to express himself, or has really seen little, is a defect in his education, and one that is easily remedied. The teacher could then pleasantly tell about anything that had claimed attention during vacation. This would be a beginning. Afterwards speak of the value of observation, and ask a few questions about immediate surroundings, such as: How many windows on the east side of the school house? How many in the room? How many panes of glass in each room? How many doors in the room? How many drawers in my desk? How many trees on the school grounds? How many kinds of trees? etc., etc. Try this ten minutes' visit every morning and see how many cases of tardiness there will be.— *Practical Teacher.*

General Eaton, Commissioner of Education at Washington, calls attention to the benefits and popularity of the summer institutes now being held in the South. He says that there is a rapid growth of sentiment in their favor, which promise the best results upon the educational interests of that section. The first of these summer institutes was held three years ago in South Carolina, the expenses being paid from the Peabody fund. So much good was effected, and such a spirit of enthusiasm was awakened, that the State Legislature made an appropriation to defray the expenses of two institutes in the following year, and repeated the act at its last session, making provision for two the present season. One of these institutes is for white and the other for colored teachers. The fashion is spreading with wonderful rapidity in other Southern States. Summer institutes are now held in Virginia, Georgia, and Tennessee; but the most remarkable development is in Texas, no less than eighteen assemblages of this kind being in progress the present season. They are similar in general arrangements and purposes to teachers' institutes in the Northern States, but cover more extended terms, varying from two to six weeks. An experienced educator, a man of eminence in his profession, if the services of such a one can be obtained, is secured as a superintendent. In some instances a superintendent takes control of two or more institutes, taking two or three subjects for his own specialties, and

exercising general supervision over the work of his assistants, who are usually of the best and most experienced local teachers and superintendents. Lecturers upon special topics are secured as frequently as possible. The services of the snperintendents and lecturers are paid for largely from the Peabody fund, exeept where the state bears the expenses. The teachers attending the institutes bear their own expenses, but secure reduced fares on the railroads and r educed boarding rates. The change ot sentiment within a few years is remarkable. In some states, notably in South Carolina, it is evident that the teachers for common schools are drawn from the best and most highly cultivated classses, people who, a short time since, held common schools to be an abomination.

THE buildings of the colored university at Atlanta, Ga., are surrounded by a sixty-acre lot of that peculiar style of estate fitly described as "resembling most of the land around Atlanta—hilly, broken and uneven; washed with gullies, with remnants of earthworks, of rifle-pits, and contorted into all manner of shapes." This red-clay soil "cannot be worked with plow or hoe" when wet, and when dry it is too hard to be worked at all. Added to this somewhat unpromising beginning, the expense of fencing, the assaults of stray cattle and the intolerable thieving propensities of the lower orders thereabouts, with only the aid of intermittent laborers and the employment of the students of the school for an hour a day, and it would seem that the prospect of "agricultural education" in Atlanta was somewhat dim. But all things give way before the assaults of a determined Yankee, and Providence evidently sent down one of the most intelligent and energetic of his race in Mr. H. M. Sessions, of Wilbraham, Mass., as head of this department in this enterprising school. In six months this red, crinkley hill has been changed to a beautiful surface of lawn, fruit and garden, so that the visitor no longer recognizes the deserted battle-field in the new experimental farm that smiles around. Over sixty varieties of seeds have been used in these experiments. Large quantities of delicious early vegetables and fodder have already been gathered in, and another year will make the inclosure a model of neat and successful gardening and farming, to say nothing of the valuable instruction gained from the work of the boys and the lectures and forcible talk of their professor of all-out-doors. At the recent examination of the college one of the most interesting features was the exhibition of "thirty samples of vegetables, and forty-five of grasses, grains and forage plants, raised or planted on the farm." This beautiful show was supplemented by heavily-laden tables of prepared food, exhibiting the work of the senior class of girls in the department of cookery, under the supervision of Miss Santley. Not the least of the many benefits conferred upon the south by these great colored mission schools is the training in industrial skill imparted to their students, who are becoming the leaders of their race.—*N. E. Jour. of Education.*

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PRIZE ORATION.

BY D. F. SIMPSON, WAUPUN.

The following is the full text of the Prize Oration delivered by D. F. Simpson, of Waupun, at the Commencement Exercises of the State University, at the Assembly Hall in Madison, June 20, 1882:

Buckle is perhaps the boldest of a numerous class of historians who would make external conditions the key to all history. He would refer every movement of society to some circumstance of climate or vegetation, or to the chance of war. Man to him is a delicate machine, sensitive to every outside force but with no power within. This is not man's true place in history. The destiny of the human race is not determined by circumstances over which man has no control. While these may often momentarily affect nations, permanent results are always due to a deeper cause. Beneath the broken surface of events there is a current strong, certain and self-guiding.

Look at England and France. Climate, soil and foreign relations have been widely different, yet both, although in different ways, have reached much the same development. So throughout the world we find a movement in society, sometimes faster, sometimes slower, yet all in one direction. A broadening of ideas, a more complete mastery of physical forces, a gradual evolution of

complete civilization. The world's history is not a chaos of facts, but it is a unity. Each step in its progress depends upon preceding ones. Modern nations have drawn their nourishment from the decaying institutions of ancient states. Greece has given us art and literature; Rome, government.

To what must we refer this unity in history, this progressive linking of event to event. Surely not to external conditions, for these have existed in every possible degree of diversity. It must be due to something in man, something which can raise up heroes from the sultry plains of Africa while cowards are bred among the Alps; which can cause flowers of art to blossom in the flat marshes of the Netherlands, while the mountains and ravines of Switzerland are barren — a power in man to rise above and control external conditions; an active, aggressive, moulding force. The destiny which shapes our ends is within man, not without. The progress of the race is subjective, not objective.

It was not a slight fall of rain on the eve of the battle of Waterloo, nor a chance piece of information given by a twelve year old cow-boy to the Prussian general, that restored the balance of power in Europe, crushed forever the spirit of foreign conquest, made humanity dictator and Napoleon the slave. The cause of the French arms was doomed, in that it was opposed to that something, call it the spirit of the age, or what you will; and had Waterloo been added to Jena and Austerlitz, a continent filled with hatred of foreign aggression could have furnished another Wellington and another Blucher.

Ideas advanced by the few, changed into principles by the many, have been the great irresistible power in the world. The power which has set at naught adverse conditions. The half barbarous Saracens, burning with an idea, a principle, were able to conquer the strong, rugged races of Europe; until at Tours, Mohammedism was met by a more vital, inspiring principle, and the crescent waned before the cross. He who reads history aright, can not fail to see the mind of man shaping each event, guiding each movement, giving to the whole a unity, making a philosophy of history possible.

Yet we are but at the beginning of that evolution. We stand at the threshold of that civilization and strive to catch a glimpse

of the things within — to pierce the veil which hides from man the fate of coming ages. No more do the rustling leaves of Dodona, or the strange conjunction of stars, reveal the mysteries of the future, but a real oracle has taken their place, one whose prophesies are based on reason. The oracles of history are the sibylline books of the present age. The maturity of that civilization which is now in its youth can be forecast. We have seen man rise from a position in which the only forces under his control were those of his body, to one in which he gathers up in his hand almost the whole strength of the universe. The movement continues in the future. Each generation moves on a higher plane than the preceding. The outlook becomes broader and clearer, the conditions of fortunate action more favorable; the mastery of physical forces, of external conditions, more complete. Man becomes more and more able to work out the salvation of the race, until finally force becomes the pliant tool of reason, and matter which science, intoxicated by its subtle properties, has enthroned as a god, sinks to its proper place, and mind working through man becomes the acknowledged ruler of the universe.

READING IN THE RIGHT DIRECTION.

BY A. F. BLAISDELL, M. D.

Author of "Study of the English Classics," "Outlines for the Study of the English Classics" and "One Term in English Literature."

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Dull people take little thought about what they read. In their eyes one book is as good as another. It is not so with bright, quick-witted persons, determined to acquire a measure of self-culture. Their reading moulds their characters, gives method to their thoughts, and begets in them the purpose to overcome all difficulties. The last few years have been prolific of biographies and personal recollections of famous men and women. If we learn anything from the recorded lives of Macaulay, Carlyle, Bushnell, John Stuart Mill, Mary Somerville, and others, it is that in early life they were inspired by reading some one book, and educated by its silent force to a greater degree of mental activity. These books

may have been as different in character as were the lives of those who studied them. It seems oftentimes to have been of little consequence what the book may have been. It was enough that it inspired in them a will to do better things. Gœthe acknowledged his indebtedness to Goldsmith's "Vicar of Wakefield" just at a critical moment of his mental development, and attributed to this charming little classic much of his subsequent education. "Percy's Reliques" fired the juvenile mind of Sir Walter Scott, and stimulated him to enter upon a literary career. Any good book, whether it be one of the world's great classics, the faithful record of some useful life, or even an obscure work of fiction, may quicken our intellect, influence our hearts, inspire us with hope, and give new strength, courage, and faith. If the book, however humble, deals with the chief interests of our daily life, we may get good from it.

Recognizing the importance of a proper choice of books, many wise men have devised schemes to direct the inexperienced reader. As a rule, such well-meant but ill-advised courses of reading are dreary failures. It is as difficult to dictate a formal course of mental food for another, as it would be to prescribe a daily programme of physical food. That one man's meat is often another man's poison is as true of reading as it is of eating.

We have not time to read everything, and would not if we could. Need we be ashamed that we have never read a line of Spencer, if we gain daily inspiration from Longfellow? Hume and Gibbon may be closed books to one who takes unceasing delight in Abbott and Headley. Bacon and Montaigne may be only names to us, but Irving and Charles Lamb are our daily companions.

While we may have a hearty dislike for courses of reading which dictate particular books, we need not discharge as worthless the general suggestions of wise and good men. For instance, Emerson's three rules,—never to read a book that is not a year old; never to read any but famed books; never to read but what you like, are sensible and practical. James Freeman Clarke's rules are equally suggestive,—to read what interests you; to read actively, not passively; to read with order and method.

The advice of such men is merely suggestive and valuable as far as it goes. It is in the nature of things that it does not go far

enough. We need something more. Personal help is the best, if we can get it; some good friend to awaken an interest which will grow into enthusiasm, to stimulate our mental appetite, and inspire us with a love for books. Librarians who know their business, earnest teachers, good newspapers, and thoughtful parents may discharge, oftentimes, the honorable duties of a professor of books and reading. A wise friend who can make practical suggestions suitable to our mental vigor and grasp is our best help for the choice of books. Without such an one we must follow our own inclinations. The important thing is to have an interest in the book we read. It is better to read one of Abbott's histories with interest than to plod through a volume of Hume because we feel it is our duty to do so.

Those people gain little profit from books who are continually asking, what shall I read? If we have a healthy mental appetite, we shall be sure to find in these days enough nutritious mental food. We shall learn to be more select, and to discriminate in due time. At the dedication of a library in his native city, the gallant General Bartlett related the incident of a ragged street Arab, who crept into the Boston public library and asked for a dime novel; the same boy reappeared, a few years later, and asked for his own use for a rare edition of Shakespeare which the library did not contain.

It is no matter if your intellectual capital is scanty. The ablest students of books have begun on the scantiest capital. Webster knew Pope's "Essay on Man" by heart, for it was his only book while at work in a saw-mill one winter. "I used to smuggle a copy of Shakespeare into my pocket when I went to the fields at work, and read it at stolen intervals," says John G. Whittier.

In reading, as in everything else, we should be guided by certain general principles. They should be few and simple. The next thing is to apply these principles in our daily reading. With a little friendly help and encouragement, it is not at all a difficult matter. The aim and the will are the main things; without them our crowded library shelves are but rubbish, and the suggestions of wise men fall upon deaf ears. Allow me to suggest, in the briefest manner, a few general principles, which, if faithfully and

systematically applied in our reading, cannot but help us to lay a foundation, deep and strong, for the studies of coming years.

1. *Read the ordinary works of common reference and quotation.*

Only such as every intelligent person should read, at least once in his lifetime. It is a kind of duty as well as a pleasure. These books are to be read as opportunity affords or as a recreation. Select only a few and the best. For example: "Æsop's Fables," "Robinson Crusoe," "Gulliver's Travels," "Pilgrim's Progress," "Vicar of Wakefield" and a few of the widely known and popular fairy and nursery tales.

2. *Read and consult a few standard works for general purposes.*

That is, for general and useful information—to accumulate a reserve fund of knowledge from which to draw for pleasure or profit, as occasion demands. This should include the common works of reference, as the standard dictionaries, cyclopedias, gazetteers, periodicals, etc. Learn how to use and consult these and other works to which you have access. It is an art in itself to know how to use, without loss of time, and effort, works of reference. If you have not already learned this art, get some intelligent person to show you. This principle includes the reading of the most noteworthy topics of current discussion. For instance, a few simple facts about the electric light, Russian Nihilism, the Irish Question, Civil Service Reform and other subjects. In short, read sparingly and keep well posted on the live topics of the day.

3. *Read and consult a few works for special purposes.*

That is, read and consult works which will help perfect you in your special occupation. A mariner should study his charts and books on navigation and ocean currents; a carpenter, the latest and best on his trade, and the musician, the best models in music. Whatever your business, improve yourself in it by a systematic and faithful study of its best literature. If you are a student, the study of certain text-books is your daily occupation. Your teacher will guide you to your best helpers. If you are a machinist, bank clerk, jeweller, carpenter, or cotton spinner, some one older and wiser than yourself will only be too glad to tell you what to study first to perfect yourself in your special work. Get once started and no more help is necessary. Nowadays books and peri-

odicals are published on every line of industry. They are just as much tools for us to work with as if they were made of steel or wood.

4. *Read a few books of inspiration.*

That is, books to inspire you to do better things. Call them favorite books, if you please. All of us occasionally are tired of our daily routine. We get downhearted, wearied and discouraged. At times, everything looks "blue." We need then the inspiration of certain books to encourage, cheer and sustain us. What are they? As no two of us are alike, so no two need the same kind of help. In fact, the same person feels the need of different books under different circumstances. It may be one of Whittier's poems, Irving's "Sketch Book," Mrs. Whitney's "Hitherto," "David Copperfield," one of Plutarch's "Lives" or Grimm's fairy tales. It matters little, if we get help, strength and courage, that is enough. It would be as useless to try and make out a list of such books as it would be to dictate what pattern of a new dress or coat to buy. Let me simply suggest that the six following books are particularly suggestive and full of inspiration to young men: "Character," "Self Help," and "Duty" by Samuel Smiles; "Self-Culture" by James Freeman Clarke; "Getting on in the World" by William Matthews, and "On the Threshold" by T. T. Munger. It will richly repay every young man to read and re-read these six books. They are full of practical help and wise suggestions. Besides these books and the writings of some favorite poet, young women will find a deal of inspiration in Miss Alcott's "Little Women," Mrs. Whitney's "Hitherto" and Mrs. Goodwin's "Madge" and "Sherbrooke." Here is the point: Have at hand for every day use one or more books which will make you stronger and better.

5. *Read books for a special study of some one thing*, i. e., *read for a hobby.*

What is meant by hobby reading? Let me explain. The need of a hobby is a natural result of our daily living. Most people are bound down to unremitting, monotonous work.

Rest of some kind a busy man must have and will surely take, if he properly understands the value of a sound mind in a sound body. Men of talent, genius and industry, thus wisely recogniz-

ing the urgent need of some kind of a change, and having learned from past experience the folly of an indiscriminate indulgence in the many frivolous amusements and popular recreations of the day, naturally drift into some special line of work widely different from their daily business. In other words, they seek for a hobby which, steadfastly pursued, furnishes them with the long-looked-for relaxation and congenial occupation.

Aside from the relaxation of the mental and physical tension which a hobby affords, it must of necessity, if judiciously chosen and wisely pursued, contribute to mental and physical improvement. The reason for this is plain. It gives a man something to think of, over and above fagging work. He has less temptation to worry and fret over real or fancied troubles. A contented and hopeful mind, busily occupied, contributes in no slight measure to sound physical health. To this end, a hobby, under proper conditions, answers a most useful purpose.

The objection is sometimes made that a hobby must *detract* from faithfulness or skill in work or trade. No more so than any other change or recreation. A banker like Robert Dick, a recognized authority on botany; a cobbler like Robert Edward, the great Scotch naturalist; Stedman, the poet-banker; Trollope, the post office clerk and novelist; the Louisville mechanic, the author of a standard work on ferns; a country shoe-dealer in Vermont, a world-wide authority on American lichens. All these and hundreds of other hard-working men and women in every calling of life it is not to be supposed neglected their business because they chose to spend their spare moments on a hobby rather than in frivolous or questionable recreations.

The pursuit of a particular line of work must prove of inestimable value to young people of both sexes. They have an advantage in that they may grow into a hobby, and not select it arbitrarily in maturer years. If such a hobby is intimately allied with their future vocation, so much the better. The young druggist would naturally cleave to chemistry, while the importer's clerk would naturally strive for proficiency in bookkeeping or the modern languages. The one great error so often made by young people, and old ones too, oftentimes, is the lack of concentration on some particular line of work or study. The idea is to select the specialty best suited to our needs or tastes — and stick to it.

The vast fields of science and literature are open to all. The humblest may do good to himself and others if he is content to select some remote corner, which abler men have left untilled, and diligently work for a harvest, sure and plenteous. The common excuse is lack of time. But the most diligent have some leisure; at least they make it where idlers have none. "He hath no leisure," says a quaint divine, "who useth it not." Diligent in the pursuit of a hobby, the man of riches or of poverty may find recreation, health and profit — and even reputation; and this, too, with little risk of exhausting himself, either mentally or physically.

To sum up in a few words: Do not read according to any formal, printed course. Let your reading become a natural outgrowth of your own needs. Advice at least is merely suggestive. Strive to get a healthy mental appetite for useful books. Never read at haphazard. Always have a particular object in using books as you would any other tools. Learn the art of thus using books without loss of time or effort. Always keep in mind that only a very few books are to be read through in regular order. Rather read by topics. Select some special line of study, *i. e.*, a hobby, and stick to it. Remember it is not the number of books we read so much as how we utilize them. Be guided by a few simple principles which shall be systematically applied to your daily reading.

Ever before us as we read should stand the words: "*Avoid Rubbish.*"

DISCOVERED TO BE LOST.

Up in New Hampshire, and not so very far from Boston either, some of us who have come here for the summer have struck oil, in more senses than one.

First of all, we have chanced upon an idyllic region of hill and meadow not so very far from a glimpse of the sea. To find such a place is the most indubitable reward of virtue we can quote from our actual experience; for did we not come here because, being an out-of-the-way place, board was cheap? And are we not rewarded by such hand-to-hand and face-to-face acquaintance with summer as we have not had since childhood? There are winding roads

through spicy woods of evergreen, and the ladylike beach; there are hills within convenient distance,—not very ambituous ones, but high enough for a perch from which to view the sunsets; and, O goddess of summer, bear witness that there are incomparable sunsets and bob-o-links and strawberries and trout!

All this is a preamble suited to the statement, that in this pastoral region we have found the old-fashioned country school. None of our party had a very definite idea of the school of twenty-five years ago, beyond the information gathered from stories of country life. Of course we were up with the present times to a certain extent; we knew what the Quincy method meant, and were somewhat familiar with the red-tape considered necessary in a Boston school-teacher's daily doings.

But to return to our typical school. Driving one day in June through the loveliest country road possible to imagine, we came to a diminutive red school-house. A row of bright tin-pails in the entries suggested dinners of pie, cheese, and doughnuts; a double row of desks through the open door disclosed a graduated scale of youngsters at their work. It was the resolve of a moment, and the execution of another, to go in.

The teacher, rather tall, angular, and decidedly spectacled, was glad to see us, within certain limits. That last expression is only to be explained by the peculiar manner with which she invited us in, seeming to imply a kind of reserved approval. If we had come in the proper spirit, we were welcome; if there was a suspicion of levity or vulgar curiosity in our motive, we should have none of her approval. The urchins looked at us solemnly—all but one boy, who was fishing under his desk with a crooked pin attached to a string; he kept his eyes fixed piously on his book, attempting by his startling decorum of manner to divert attention from the dangling string.

"First class in reading," said the teacher, in a martial tone. Five children filed out, and laboriously arranged their bare, dusty toes on a line with a crack in the floor. That ceremony concluded, they looked up, flushed with zeal, and waited for further orders, which were speedily given. At one signal they opened their books; at another the first girl began to read. I am willing to take what one of Dickens's worthies aptly characterizes as an

"Alfred David," that those children knew every word of the lesson by heart, and had cause to do so,—for had they not read it at least once a month during the several years devoted to that particular Reader? It gave me a restful sensation to know that their little minds were quietly reposing in youthful neutrality. They were not as yet called on to excite their imaginations over the *Arabian Nights*, or the sensibilities over *Eliot's Selections*. Much as they might lose by being behind the times, they were gaining in repose of character! It is a fact, possibly a degrading one, that some of us who are in the midst of the turmoil of an active life are exceedingly pleased to meet any one, big or little, who does not, like Lurella, "want to know."

After a series of reading classes, came geography recitations, in which long definitions of latitude and longitude, proof of the earth's roundness, and definitions of great circles and small circles were rattled off with the most admirable glibness. They made me drowsy; I did not wonder certain of the smaller scholars had such an air of somnolence. The teacher herself was only able to keep awake through long habit of wrestling with just such soporifics. We stayed all the afternoon, owing to the intense interest shown by one of the party, a girl of twenty-one. Frances Davies is a young woman of character, with plenty of theories and strength of will to carry them out. I saw she had an idea now, and patiently waited its development.

Spelling closed the afternoon — and here let me say, by way of parenthesis, that I believe the average country-school boy or girl cannot be put down in spelling. Given a child born idiotic, and there is something in the very air of certain regions which will enable him with an ability to spell his name before he is out of the cradle.

At the close of the school the teacher said, severely, "I see some of the girls have got into the habit of bringing in pieces of stone and glass to put on their desks. Don't do it again; it's very untidy; throw all the trash away to-morrow."

"Did you hear that?" almost groaned Frances, as we drove away.

"What? I heard everything there was to hear, even to the gurgling in each individual throat when the water was passed

round," said I, cynically. "I heard enough. I didn't wish there was more of it."

"I mean her telling the children to throw away their specimens," said Frances, still affected by the remembrance. "Why, she may spoil a real naturalist by snubbing such inclinations."

We didn't pursue the subject, because I was rather cross; but it was not many days before Frances came in exclaiming triumphantly:

"I've applied for that school, and got it!"

"Are you crazy? What school?" said I, putting down *Odd or Even.*

"No, to the first question. Number two,— the one we visited the other day."

"Frances, would you mind telling me your motive,— that is, if you're sure you are sane."

"I'll tell you all about it with the greatest pleasure in the world. It went to my heart, the other day, to see those children starved on words, when they wanted food to grow on. So I thought it all over, and decided that I was competent to start them on the road to an education; and the result is that I'm coming here next fall to work, instead of frittering away my time at home."

"Frittering is a good word," said I, sarcastically; "only take care you don't have to apply it to what you've undertaken here. It's a good deal worse to attempt something you can't do, than plod along contentedly." (By the way, I only half-believed that, but being noted in a small circle for cynicism, I felt obliged to keep up my reputation.)

"How do you propose beginning?"

"I shall order several copies of the *Wonder Book*, and take down some bound volumes of *Saint Nicholas.* Then I shall persuade the committee to buy a set of maps and a globe. When I want advice I shall write dear Mr. Smith,— you know he has been a Boston master twelve years,— and out of his abundance he will give me a little wisdom. I mean to make a success of it, Catherine."

And I believe the child will. It seems a Quixotic plan enough to me, who never could see any inducement for working beyond the necessity of earning one's bread. Frances need never do that, as far as human possibilities may be counted on; but it is safe to say that wherever there is need of work there she will be.

So it seems that my ideal country school will exist no longer; that it was discovered only to be snapped up by philanthropy, and made over into a smart one with all modern improvements. I have a sense of loss not to be appeased by any calculation of after-effects. Why should anybody be uncomfortably philanthropic? — C. A. B., *in N. E. Journal of Education.*

PRACTICAL SUGGESTIONS.

Superintendent Brown, of Quincy, Mass., says:

It is noticeable in all grades that those teachers succeed best in teaching writing, attaining both excellence in work and rapidity in execution, who have best carried out the suggestions they have received with regard to their own writing. Much board writing is done by the teachers, and if this writing is done well the effect is very marked in its influence upon the pupils.

It is now generally considered of little account if a child is unable to spell a large number of words of whose meaning he knows nothing, and which he will not have occasion to use in practical life, provided he has the ability to spell correctly the words of his own vocabulary.

I have known pupils, during an exercise in language, to ask their teacher for the proper spelling of a word, and sometimes the teacher has said — though I am happy to say not often — do the best you can; if you think you cannot spell it correctly, try it. Anything of this kind is as fatal to progress as the old way of allowing children to try twice during a lesson in oral spelling. The child should never see the incorrect form of the word. If he cannot write the world correctly it is evident that he has not seen it or sufficiently aroused so that a clear impression has been made upon his mind, or he has seen the incorrect form of the word so many times that a false impression is mingled with the true. Whatever the cause, if the word is again misspelled, the false impression is deepened and much more time will be required to make a knowledge of the right letters of the word, properly arranged, a lasting possession. In lower grade work teachers should always be ready to write upon the board all the words that the children can use

orally but cannot write, or what is better, have some other child in the class write the word. In the higher grades, when pupils are engaged upon written work, they should have a dictionary ready for immediate reference, and it should be considered a serious departure from good scholarship for the pupils to misspell a word during his stay in any class of the high or grammar schools. Spelling is now largely taught by writing sentences instead of disconnected words, and as this seems to be the way to accomplish most, all teachers will be expected to do much of this work in the future.

The trustees have indicated their desire to do all that lies in their power to aid the schools, and have expressed their willingness to place in the library, for the use of teachers, *Barnard's Journal of Education*, in thirty volumes, which is a complete cyclopædia of educational literature. Much study upon the history, theory and practice of education is necessary on the part of teachers in order that mistakes may be avoided and the best results obtained; yet it is manifest, that a teacher on a salary of four hundred dollars or less, will have little left, after defraying expenses, to invest in books of any kind. Permit me to suggest, that a small sum of money be invested under your direction so that a few of the best works on education may be placed in the Public Library beside the books furnished by the trustees, thus forming a nucleus around which in the future may be gathered all of those books that would be useful to teachers. Such an expenditure would be repaid a hundred fold, by increasing the efficiency of those teachers of limited experience, whom necessity compels us to appoint. That there is a science of education, and an art of education, founded upon such a science, no intelligent educator of the present day attempts to deny. General truths have been found "by an analytical investigation into the nature of the child as a thinking being," and these truths, which should be the guide of every teacher, are termed principles of education. How important, then, that every teacher should study these principles that none may be violated. The better our teachers are equipped with that kind of reading which will lead them to a better knowledge of these principles, the better our children will be educated.

The most serious difficulty with which we had to contend last

year still continues unabated, as we have been deprived of the valuable services of twelve of our assistant teachers during the year, most of them having accepted positions where greater salaries were offered; and now as I write, the resignation of Mr. W. M. Stevens, Principal of the Washington School, is placed before me. Mr. Stevens has accepted a position in Somerville, at an advance of sixty per cent. on his present salary.

Growth on the part of those connected with the schools and on the part of the schools themselves is their only salvation, as it is a law of nature that nothing can remain the same even for a single day. If we are not advancing all along the line we must surely be retrograding, and I think it very essential that all teachers should realize this. Each teacher is expected daily to ask herself the question: Is my school growing? Is it in better condition to-day than it was yesterday? And what can I do to make it better than it is to-day? Similar questions present themselves continually to the principals concerning the classes in their respective buildings, and all are working together for the good of the whole. The highest praise I can give my fellow teachers is, that whatever they can say or do to benefit one another is said or done with that willingness worthy of persons engaged in so noble a calling, each looking upon herself "not as an isolated and solitary individual, toiling in an unknown and narrow sphere; but as a member of a great company working for a common end." Petty jealousies do not exist, and the lessons of experiences and ideas newly discovered are freely interchanged. It is folly, however, for teachers to try in any way to imitate one another. The teacher who tries to do a certain thing in a certain way because some one else has done so, is sure to fail, or at least not to meet with the highest success. Individuality is more necessary in the school-room than in any other place; but in every sphere of life those who succeed best are those who have a well-defined way of their own of accomplishing results.

Sometimes I have asked the young ladies who were preparing to become teachers, to give me a description of their ideal pupil or school, and I have almost invariably found such description to be an index of some young lady's after success or failure.

What is really the end to be attained in this problem of education? For what object is the child spending so many years of its

life in the school-room? Is it that he may have a knowledge of the branches taught there? This must be done, and your verdict is that it is well done in our schools; but there is something above and beyond all this. The real question is not, What have our children done? but, What can they do? Are they able, on account of the training they have received, to take any new subject or object of thought and bring all their energies to bear upon it?

But above all other things, the teacher should direct her energies to the building up of character in her children. All instruction should have this end in view, and each lesson if properly taught will leave its influence as a means of moral education. No person can in any way be considered a successful teacher, nor her work a complete success, unless each day she can see an increase of moral power in her school, and in each individual child who is in the school.

WHAT EDUCATION SHOULD DO.

Notwithstanding the difference of opinion as to matter and methods of school education, there should be no difference as to its ultimate purpose—the equipping of men and women for such duties in life as they are likely to encounter. It may not be possible to carry out the suggestion of the Spartan king, and "teach our boys that which they will practice when they become men," for the reason that no one knows certainly what he will practice; but it ought not to be difficult to fix upon a few things that cannot fail to be of use, whatever may be the circumstances of after life. Nor is it necessary, in any system of education, or in any educational device, however limited and imperfect, to ignore and neglect *culture;* for education is culture.

Mr. Greeley once said: "There are in New York city alone two thousand college graduates who do not know how on earth to make a living. I do not object," said he, "to what they learned in college, but to what they didn't learn. I object to their education, because, seeming to qualify them for something that they do not attain to, it has disqualified them from filling some position that they might have filled with honor and usefulness. What this country demands of its educated men is that they shall be many-

sided; that they shall have a face for every foe, a faculty for every duty, a readiness for every opportunity that opens itself, a willingness to do what is the best thing to do for the day. And when a man tells me that he cannot do a faithful day's work on the farm, or in the shop, because of his education, then I condemn the education that disqualifies for labor, not for what it is, but for what it lacks."

And somewhat in the same spirit are the remarks of Mr. Charles Dudley Warner, delivered not long ago before the Alumni of Hamilton College. Said he: "One reason why the scholar does not make the world of the past, the world of books, real to his fellows and serviceable to them, is that it is not real to himself, but a mere unsubstantial piece of intellectual idleness, where he dallies some years before he begins his task in life. And another reason is, that while it may be real to him, while he is actually cultured and trained, he fails to see or to feel that his culture is not a thing apart, and that all the world has a right to share in its blessed influence. Failing to see this, he is isolated, and wanting his sympathy, the untutored world mocks at his superfineness, and takes its own rough way to rougher ends."

And in a similar vein speaks Professor Youmans, in a recent number of the *Popular Science Mouthly:* "It is notorious," he says, "that a pupil can go through a course of so-called liberal study and graduate with honor at the highest institutions, in complete ignorance of that vast body of facts and principles which has arisen in modern times under the name of science, and the object of which is to explain the existing order of the world. There are great educational establishments from which modern knowledge is almost entirely barred out, and which oppose its intrusion with all their powers. They fight the encroachments of modern science, modern literature, modern language and modern history at every point; and it is equally certain that this scheme of higher education in ancient seats of learning reacts with great power upon inferior institutions, making them also unsympathetic with modern ideas as means and objects of culture."

The education of to-day—the education preparatory to business and to life—should be, in the highest and best sense, concrete. It should have to do with things that are, with events daily occurring,

and with duties ever at hand. It should be broad and generous in its appliances, as well as beneficent in its aims. It should not only recognize, and work in harmony with, the spirit of the times, but should clear away the rubbish and secure the right of way to all that is good and glorious in the coming centuries. The boys and girls who, for a short space, crowd our schools and seminaries, should be taught to respect themselves, first of all, as citizens of a free republic; and to regard, as the first duty of citizenship, the ability to take care of themselves. And that they may perform this duty to their own honor and the relief of the state, they should be put at once into the possession of those acquirements which experience teaches to be the most available to that end."

I applaud the sentiment and well-chosen words of Dr. Bellows: "We should educate men as men; not for business, not for professions, not for opportunities mainly, but should educate them to be men — that is to say, should develop every power and faculty — intellectual, moral and physical — that they may, thus prepared, be able to turn their hand to anything, and find their education, not a shining blade without a handle, but a good tool held in the firm grip of character."—*S. S. Packard.*

"SHALL" AND "WILL."

The nice distinctions that should be made between these two auxiliaries are, in some parts of the English-speaking world, often disregarded, and that, too, by persons of high culture. The proper use of *shall* and *will* can much better be learned from example than from precept. Many persons who use them, and also *should* and *would*, with well-nigh unerring correctness, do so unconsciously; it is simply habit with them, and they, though their culture may be limited, will receive a sort of verbal shock from Biddy's inquiry, "*Will* I put the kettle on, ma'm?" when your Irish or Scotch countess would not be in the least disturbed by it.

SHALL, *in an affirmative sentence, in the first person, and* WILL *in the second and third persons, merely announces future action.* Thus, "I *shall* go to town to-morrow." "I *shall* not; I *shall* wait for better weather." "We *shall* be glad to see you." "I *shall* soon

be twenty." "We *shall* set out early, and *shall* try to arrive by noon." "You *will* be pleased." "You *will* soon be twenty." "You *will* find him honest." "He *will* go with us."

SHALL, *in an affirmative sentence, in the second and third persons, announces the speaker's intention to control.* Thus, "You *shall* hear me out." "You *shall* go, sick or well." "He *shall* be my heir." "They *shall* go, whether they want to go or not."

WILL, *in the first person, expresses a promise, announces the speaker's intention to control, proclaims a determination.* Thus, "I *will* [I promise to] assist you." "I *will* [I am determined to] have my right." "We *will* [we promise to] come to you in the morning."

SHALL, *in an interrogative sentence, in the first and third persons, consults the will or judgment of another; in the second person, it inquires concerning the intention or future action of another.* Thus, "*Shall* I go with you?" "when *shall* we see you again?" "When *shall* I receive it?" "When *shall* I get well?" "When *shall* we get there?" "*Shall* he come with us?" "*Shall* you demand indemnity?" "*Shall* you go to town to-morrow?" "What *shall* you do about it?"

WILL, *in an interrogative sentence, in the second person, asks concerning the wish, and, in the third person, concerning the purpose or future action of others.* Thus, "*Will* you have an apple?" "*Will* you go with me to my uncle's?" "*Will* he be of the party?" "*Will* they be willing to receive us?" When *will* he be here?"

Will cannot be used interrogatively in the first person singular or plural. We cannot say "*Will* I go?" "*Will* I help you?" "*Will* I be late?" "*Will* we get there in time?" "*Will* we see you again soon?"

Official courtesy, in order to avoid the semblance of compulsion, conveys its commands in the *you-will* form instead of the strictly grammatical *you-shall* form. It says, for example, "You *will* proceed to Key West, where you will find further instructions awaiting you."

A clever writer on the use of *shall* and *will* says that whatever concerns one's beliefs, hopes, fears, likes, or dislikes, cannot be expressed in conjunction with *I will.* If I say, "I think I *shall* go to Philadelphia to-morrow," I convey the impression that my going depends upon circumstances beyond my control; but if I say

"I think I *will* go to Philadelphia to-morrow," I convey the impression that going depends upon circumstances within my control,—that my going or not depends on mere inclination. We certainly must say, "I fear that I *shall* lose it;" "I hope that I *shall* be well;" "I believe that I *shall* have the ague;" "I hope that I *shall* not be left alone;" "I fear that we *shall* have bad weather;" "I *shall* dislike the country;" "I *shall* like the performance." The writer referred to asks, "How can one say, 'I *will* have the headache?'" I answer, very easily, as every young woman knows. Let us see: "Mary, you know you promised John to drive out with him to-morrow; how *shall* you get out of it?" "Oh, I *will* have the headache!" We request that people *will* do thus or so, and not that they *shall*. Thus, "It is requested that no one *will* leave the room."

Shall is rarely, if ever, used for *will;* it is *will* that is used for *shall*. Expressions like the following are common: "Where *will* you be next week?" "I *will* be at home." "We *will* have dinner at six o'clock." "How *will* you go about it?" "When *will* you begin?" "When *will* you set out?" "What *will* you do with it?" In all such expressions, when it is a question of mere future action on the part of the person speaking or spoken to, the auxiliary must be *shall*, and not *will*.

Should and *would* follow the regimen of *shall* and *will*. *Would* is often used for *should; should* rarely for *would*. Correct speakers say, "I *should* go to town to-morrow if I had a horse." "I *should* not; I *should* wait for better weather." "We *should* be glad to see you." "We *should* have started earlier, if the weather had been clear." "I *should* like to go to town, and *would* go if I could." "I *would* assist you if I could." "I *should* have been ill if I had gone." "I *would* I were home again!" "I *should* go fishing to-day if I were at home." "I *should* so like to go to Europe." "I *should* prefer to see it first." "I *should* be delighted." "I *should* be glad to have you sup with me." "I knew that I *should* be ill." "I feared that I *should* lose it." "I hoped that I *should* see him." "I thought I *should* have the ague." "I hoped that I *should* not be left alone." "I was afraid that we *should* have bad weather." "I knew I *should* dislike the country." "I *should* not like to do it, and *will* not [determination] unless compelled to."—*The Verbalist.*

PENMANSHIP.

J. D. BOND, ST. PAUL, MINN.

In compliance with your request, I send you some hints in regard to teaching penmanship in public schools. What I have to say on this subject is not a matter of theory, but my convictions after an experience of ten years as superintendent of penmanship in the schools of this city.

In the first place, to obtain the best results in this branch, the teacher must write the copies on the blackboard, and have pupils follow him on their slates or writing books. Pupils must learn to write by writing, and not by long drawn out theories of the subject.

In the primary grades (1st term) slates should be scored with a bar of six horizontal lines, two for the short letters, three and four for the semi-extended letters, and finally the whole bar of six lines for the extended letters. A line should be scored across the slate from the middle at the top to the lower left hand corner, for the slant of letters. Slates should be ruled with bar the longest way, and the slant line crossing bar at 52° slant.

When bar and slant line is made, have pupils make 4th line from the top and slant line *white*, (i. e.) draw pencils over them before a letter is formed, then show that the white horizontal line is the line on which *all* the letters *rest* or *stand*, and that every letter must not only *stand* on this line, but must lean over to the right as much as the slanting white line. Straight, slanting lines and *spaces filled* in the bar, are the main point to drill pupils on in the slate work. This can on slate work help *so much* the writing with pen and ink, which may be taken up in second year's work.

Teachers should often write words and letters incorrectly on the board, and have pupils point out the mistakes. When capital letters are given, even in primary grades, I would advise that short sentences should follow them, not one word repeated until pupils tire making it, or of even seeing it.

When pens and ink are used, no matter what system of copy books is used, let the teacher make a six line staff on the blackboard (with a chalked string), say two inches apart, and then draw off-hand, two lines for slant; and on this bar write the copy given

in the copy book the pupils following on some practice book or practice paper. After the class have written for at least two lessons on practice books, and have had faults corrected, etc, then take the copy book and write the *same* copy that has been practiced on. No greater error prevails in the branch than having pupils write *at once*, without any practice, under the *perfect* but *dead* engraved copy. No wonder they are *discouraged* and *disgusted* with their efforts.

There is no such enthusiasm about this kind of copying engraved forms, as there is when the teacher writes *with them*, while they are practicing the copy, and aids them by pointing out pupils' errors and *his own mistakes*, as he honestly endeavors to do the best he can to form the letters correctly.

We use supplementary books in reading, drawing and other studies, why not in writing.

I know teachers will say that they cannot write well enough to place the copy on the blackboard; but with one month's practice, I will make the assertion that *any* teacher *can* write a *very fair* hand on the blackboard, by using the staff and slant lines, as I have indicated. The average pupil's first attempt to write underneath the engraved copy, without previous practice and practice book, will bear as much resemblance to the engraved letters as a Hindoo to the Goddess of Liberty. As I have said before, the pupil is discouraged and disheartened at his efforts.

Prof. North, so well known to all Wisconsin teachers as a veteran among them says, in an article on the subject of penmanship, in *Wis Journal of Education:* "There is an *inspiration* to the pupils in seeing the letters grow under the hand of the teacher that never will be felt in writing from the perfect but dead engraved copy." There it is in a nutshell. What teacher will not acknowledge its truthfulness? Do we say to our pupils: "There is the printed page, read that *at sight* as it would be read by a finished reader?" Do we tell pupils to open a drawing book to such a figure, and draw the design just like the printed one? But that is exactly what we do in depending alone on engraved copies.

I would advise teachers to take manuals of penmanship for *their own use*, but, beyond the straight line and curve, drop all *fine spun analysis* of letters. I know that the majority of normal school

teachers and normal institute conductors in the northwest advocate this practical work with the copy books; and many do not even *care* whether any copy book with engraved copies are used at all, if teacher will write on the blackboard. In the schools of this city, the penmanship is marked on any regular examination paper I may select, the pupils not knowing *what* paper I will mark. This method has so greatly improved the writing, that now the fourth grade write as well on their paper as the eighth grade did five years ago, when this marking was commenced. County superintendents can in no way so help the penmanship of the schools in their districts as to *carry* a chalked string with them and show teachers how to make the staff, of which I have spoken, for blackboard copies, and by asking teachers to write crayon copies for their pupils. Scores of institute conductors have taken up with this plan of the staff, and recommend it to teachers in the northwest.— *Am. Educator.*

THOUGHTS ON HISTORY.

Many persons feel dissatisfied with the results of the study of history in our schools. There certainly is, and always has been, an impression that the study does not rank with others of the school course in point of value. Ignorance on the part of the pupil of the aims and benefits to be derived from it, may be mentioned as a prominent cause of this. A clear understanding of the ends of labor is requisite to its thorough performance. We teachers frequently rob pupils of this privilege, either from neglect or failure to appreciate its importance.

I have seen pupils who do not know the difference between history and arithmetic, except in their form and manner of presentation. A successful pursuit of this science will not be accomplished by the use of the memoriter form of recitation. In order to obtain the legitimate benefits of the study, the memory should be made auxiliary, and not principal,— auxiliary to the extent that all research, to become valuable, must be accompanied by some impression of processes and data. The teacher encounters great difficulty in overcoming the reluctance of the pupil to venture on untried ground,— to surrender to reason the sway that memory alone has

exercised heretofore. The most uncompromising firmness and persistence must be used in weaning him from this inclination.

I am convinced that the best and most logical form of recitation is that known as the "topical." The topics, or heads, should be selected and arranged by the pupil in the form of briefs, and from them he should be required to recite. This throws him on his own resources, and appeals to his reason in a most powerful manner. He should often be permitted to recite in brief the whole lesson without interruption. The habit of breaking off the connection and distributing the lesson to the class, piecemeal, should be deprecated. The method of minute questionings on the text, by the teacher, should be condemned. It prevents that union and comprehensiveness of thought so desirable. It deprives the lesson of its narrative feature, and encourages the idea of a task.

It may not be out of place here to present a few thoughts on the objects and benefits of the study. Among these may be mentioned the *development of the powers of expression and invention.* On beginning the study, the pupil comes in contact with something that puzzles him, — bewilders him. He doesn't know what to do with it, when to begin, how to prepare it for recitation. There are no "rules" by which he can "work it;" there are no established forms to go through. Here, unless otherwise directed, he has recourse to that inveterate foe of original effort, — memory.

Along with the new ideas advanced in his history, a new vocabulary intrudes itself upon his mind, which, however much he may evade, "will not down." The struggling thought must clothe itself in the garb that all men recognize. The act of expression drags it out from its hiding-place to the light of day, and demands its presentation in form; compels the mind to define its meaning, measure its length and breadth; and feel its quality. Thus original conceptions are broadened, and fallacies are rejected. Many an error that has exercised an unseen influence on the mind has been dissolved when its owner was compelled to give expression to it. The very act of searching the mind for words, the equivalents of thought, breeds thought.

Another important element of improvement is that derived from the *act of comparing facts.* This exercise, enforced by the study of history, strengthens that faculty which distinguishes truth from

falsehood; which discovers the relative importance of facts, which accepts and makes its own what is valuable, and rejects what is worthless. Every historian says a great deal not desirable or necessary for the student to acquire. This fact compels him to appropriate only those thoughts that impress him as being most important. The habit of detecting in a mass of matter that which is most valuable, has a practical bearing on the affairs of life, and tends to decrease the number of aimless characters and misspent lives. It guides the understanding and shapes the act; it increases independence of thought and strengthens individuality. Since only those parts of the narrative should be presented that, woven together, make a complete, symmetrical whole, the cohesiveness of facts is thus considered, their bearing upon each other, and the aggregate result. The constant repetition of this exercise, with its various applications, tends to break down irregular thought, bar out extraneous ideas, and comprehend only such as pertain to the subject-matter. It teaches the utility of facts and their adaptation to circumstances; it encourages that sympathetic union of mental action which is prolific of rounded events.

A third object to be attained in the study is *a knowledge of the sequence of events.* As the American citizen has the destiny of the republic in his hands, he should be a moral and intelligent factor in its government,—moral, in order that he may desire to use the franchise to the ends of justice and right; intelligent, that he may know how to use it. He must contrast the struggles of other nations with those of his own; perceiving their earnest effort for liberty, he must fortify his own courage and strengthen his own resolves for maintaining it. He must become broadly democratic by that general communion with all peoples which teaches the common frailties and lasting equality of men. He must know what results certain political events have had, in order that he may deduce therefrom great principles of political action which may be incorporated in his views of right. He must be taught, then, the philosophy of history,—the sequence of events. History has a philosophy of its own, grounded on the great sum of human passions and struggles throughout all time; a philosophy that investigates human efforts and indicates their results. Historical causes, like natural ones, have their immediate effects more or less

definite. It should be the province of the student to trace these effects from their cause, and discover cause for effects. He should classify great events with respect to the human agencies that developed them. Through contemplating actions, he becomes acquainted with actors and thus examines every type of humanity. Pushing aside men, he must discover motives. As the skilled physician gauges the condition of his patient by feeling the pulse, so the student of history, with the great heart of humanity throbbing beneath his finger, must grow expert in detecting its varying phases.—*N. E. Jour. of Ed.*

NEAR SIGHTEDNESS.

One of the most important of the valuable "Circulars of Information," recently issued by the U. S. Bureau of Education, treats of the effects of school life upon the eyesight. The "circular" consists of the facts and inference presented before the National Educational Association in July last, by Prof. Calhoun of the Atlanta Medical College. From an examination of the eyes of about forty-five thousand school children in city and country schools, it has been found that as many as sixty or seventy per cent. are near sighted. Now this defect they have learned so to speak, because the youngest have normal sight; it increases as the scholar attends school, and advances in his studies. Near sightedness is *not simply a defect but a real disease* of the age. An eye that is near sighted is liable to become blind, and besides bringing on general ill-health, it stands directly in the way of success in business. And further becomes hereditary; certainly there is a tendency to this.

Myopia or short sightedness is incurable; the only thing is to guard against its causes, and thus prevent it. The disease has taken a firm hold in Europe, and it will here unless the teachers are up and doing, for school-life causes it. Hence we must improve our educational methods. Now what is the cause; it is a defective habit of occupation. A continuous looking at small objects with fixed attention. Teachers, pupils, book-keepers, engravers, watchmakers, proof readers are all liable to myopia, but none so much as children, for with them the eye is *forming its habits*. Myopia is

greatly promoted by bad air and by a bad posture of the body, by improper light, by poor type and ink, and finally by want of change or rest of the eye.

The air of the school-room should be pure; the arrangement of the desk such that enables the pupil to sit as erect as possible; the type should be large and distinct; the light should not come from directly in front or above or behind, nor from the right side; but from the left-hand side, and from rather above than below the level of the head, and so as to fall directly on the paper or piece of work. And finally the eye should be often rested.

All this applies to artificial light at home, so that the pupils must be instructed and told how they must sit and why. The parents will learn the rules to be observed in their children's study or reading at home. Dr. Calhoun says: "Of what benefit is the most superb illumination in the school room, if the children when at home work several hours of the day in the corner of a badly lighted chamber, and at night by the light of a flickering candle or lamp, used perhaps by five or six others of the family, and which is insufficient to light up the book or map of even one or two of these children?"

And they should be prohibited from using their books during twilight, by moonlight, or in bed. The want of change and rest for the eye is one of the most common causes of myopia. There should be better continuous study in school, and the eyes ought to be lifted from the page at least every ten minutes. Of course all this may sound strange to the old fashioned teacher, but if it be remembered that the school, and the school alone, causes short sightedness, the conclusion of Dr. Calhoun will not sound so strange. And, finally, if pupils by going to school injure their eyes, how do you know but that other organs suffer?

This disease is prevalent in cities and towns, rather than in the country, owing undoubtedly to the fact that the light is poorer in closely built localities, and the objects viewed are nearer. In the country where there is plenty of light, and where the vision is more extended — especially among those who lead an out-door life — this disease is hardly known. These few thoughts are suggestive, merely, to lead to a more general consideration of this important subject on the part of teachers. We ought to study up

this subject, have familiar talks upon it in the school and with parents. Test types should be used, and means employed to create an interest that shall lead to more care in preventing and controlling this terrible evil. It is a subject that can be made very interesting, and there is no reason why the present vague notions concerning it should not become an intelligent knowledge of its nature, except we give as the reason our indifference.

THE QUINCY SYSTEM.

The educational movement originating in Quincy, Mass., has already exerted a powerful influence on teaching. The public had been dissatisfied with the results of the schools. Their children had pursued a course of study, yet were unable to read well from the newspaper; to write a letter without errors; to add up accounts quickly and correctly; or as Governor Long put it, "graduates are leaving the schools soaked with lessons, who cannot put a thought into words or a purpose into action."

But what is the "Quincy system?" Col. F. W. Parker says: "The Quincy system, so-called, is an attempt to apply the science of education. It is only an attempt, and compared with what can be done for children in public schools it is far from being a complete success. The results of the work in the Quincy schools mark the transition from the old lifeless text ways of teaching to the living way, which will develop the whole mind and the whole man. The so-called Quincy methods learned and simply imitated would produce a result as poor as methods which we are trying to avoid. Now to answer the question. On the one side is the nature of the mind to be developed, on the other the nature of the subject with which the mind is to be developed. The perfect adaptation in teaching of the subject to the mind is the perfect method. Any book that treats thoughtfully of one or both sides is the book for the teacher to read. First, study psychology in Porter, Hamilton, Spencer. Master the subject of sense perception before you take any other step. Read Joseph Payne's Lectures on the Science of Education, Lectures on Teaching by J. G. Fitch, Tate's Philosphy of Education, Garvey's Human Culture, Spencer on Educa-

tion, and kindred books. Above all, in the school-room ask yourself at every step," Why do I take this step? Have I a *good reason for it?* Am I doing this because I was taught so or because my superintendent tells me to do it in this way, or *because it is adapted to the nature of the child's mind?* "

Many teachers will see while reading this they have been themselves teaching according to the Quincy methods. Many others — mere routine teachers who teach because they cannot find anything else more profitable to do, and go through a dull routine in the school-room — will see very little meaning in it. There is no place, always excepting the nursery, where one is called on for the active display of so many varieties of talent and ability as in the school-room. There is no person except the mother, who needs to be so capable, so accomplished, so consummate in methods as the teacher. These two, the mother and the teacher, make the scholar, the orator, the statesman, the theologian, the man, the woman. They take the tender, pliable, budding nature and surround it with circumstances best suited to its individual development. For each child has a nature of its own and requires special treatment. As the florist gives to each plant the soil, the warmth, the moisture, the stimulus, the sun, the shade, as he prunes it at one time and at another allows it to flourish in wild luxuriance, so the mother, the teacher, adapts to each child according to its development, to its needs, the special culture and treatment suited to it, changing this from time to time as the child changes.

The object of the Quincy System is to transform the public schools from machines to living organisms, to make growth take the place of drill, to put life and soul into routine, and make the school-room a pleasure-house rather than a weary prison. "When a child leaves the Quincy Grammar School he should be able to read well and understandingly at sight ordinary reading, speak the English language correctly, write a letter in a neat, rapid and legible hand, perform any arithmetical problem he would be likely to meet in practical life, and be able to think and reason."

The methods by which this most desirable result is obtained cannot be given in full here, but they may be suggested. The recitation in History is thus conducted: Each pupil writes in the form of a letter to a friend all he knows concerning a certain topic,

as, for instance the settlement of Montreal. This is not only an exercise in composition, but in penmanship, orthography, punctuation, capitalizing and letter writing. The mistakes are afterward pointed out and corrected, and the pupil, if apt, soon learns to write page after page correctly at first draft. The pen is used as freely by the student as the tongue in ordinary schools.

The recitation in Geography in the Grammar schools are sometimes thus conducted: A minature wagon containing sand is wheeled before the class, and the subject of the lesson practically illustrated by what may be called world-building. Suppose the subject is Africa. Teacher and pupils outline the continent, heap up mountains in one place, scoop out valleys in another, draw the lines of the water courses, locate cities, deserts, capes, until the real Africa seems to lie in little before them. They search with Livingstone for the sources of the Nile, they push their way with Stanley across the Dark Continent.

The knowledge of the pupil as to the significance of words is aided by "learning at least four lines of choice poetry each week." This exercise seems to improve the pupil in reading and in the use of language in a marked degree. It is also an excellent practice for the cultivation of the memory and a source of much pleasure to the pupil.

In nearly all the Quincy Schools the children sing fifteen minutes each day. "This furnishes a pleasant means of recreation, improves the voice, materially aids the instructor in the teaching of reading, and what is of far greater importance, is beneficial as an aid in securing to the children health."

A love for reading is fostered by the teacher, who takes some standard book into the school-room and reads from it, and talks about it until "each child is full of enthusiasm concerning it, and all are anxious to read the book at their homes." The principals of the several schools are allowed to select from the town library a certain number of books in proportion to their number of pupils, and keep them for as long a period of time as may be thought necessary.

Daily physical exercises are held in the Quincy schools under charge of a competent teacher. Special regard is given to the way in which the children stand and walk. Prizes have been given to

the best school and also to the best individual gymnasts in some of the schools, thus inducing a healthy rivalry among teachers and children that has resulted in much good.

The demand for Quincy teachers is so great that these pupil-teachers wish for a time to teach in the schools in which they have served their apprenticeship, and find abundant openings when they desire to go elsewhere.

WHAT GOOD TEACHING DOES.

A fine example of the power of good teaching is offered by the Illinois Asylum for feeble minded children. These children before entering would usually be termed idiots also, but see the results. The 343 pupils are put into classes and are taught calisthenics, and many industrial pursuits, and also the usual studies. Of course they do not go fast.

We gather from the report: They are instructed in the use of dumb-bells, wands, etc., in keeping time to music and in evolutions of various sorts, so intricate and rapid that the perceptive faculties are kept constantly upon the alert, and the muscles developed.

One hour of the forenoon is spent with those pupils who seem to have a taste for vocal music, in teaching them to sing. The singing of the pupils of this special music class will compare favorably with that of any school in the land.

The pupils are taught to thread needles, to tie knots in thread, to use the thimble properly, to sew pieces of cloth together or carpet rags, and when these preliminary steps are thoroughly learned, they are taught to hem and fell, to overcast, gather, to baste, darn, and turn down hems for the sewing machine, and quite a number of the girls use sewing machines.

Six pupils, four girls and two boys, selected from the different classes in school, and who have manifested an unusual aptitude, composed a drawing class. All of these draw very creditably, and two of the girls have painted several pieces in oil colors that are very creditable work.

The first class have been thoroughly drilled in notation, numeration, addition, subtraction and multiplication. Many in this division have memorized the entire multiplication table.

The second class in geography have finished the map of the world and are upon the map of the United States. They can bound the countries and states, give their capitals, the principal mountain ranges, etc.

All the pupils of the fourth class read by words or books, excepting four. Fifteen read from cards. The words used are printed on slips of card board, and consist of nouns, pronouns, adjectives and some verbs. The highest number of words known by any one pupil is 80, and the lowest number is 2.

The fifth class are instructed in physical exercises, stringing beads, imitating printed letters and figures, marching, throwing bean bags, in object lessons, reading words and in numbers, counting, etc. Five can print their names well.

The eighth, ninth, tenth and eleventh classes are exercised in object lessons, marching, braiding, word-reading, gymnastic and physical exercises, throwing bean bags, carrying objects, and in a variety of exercises calculated to arouse the perceptive faculties, fix the attention and occupy the time of the pupils that they may be kept busy and not form or practice bad habits, and to discipline them to obedience and order.

On June 22, commencement exercises were held, consisting of reading, singing, arithmetic, calisthenics, dancing and other exercises.

When we reflect that many of these were unable to sit erect, when they were brought there, we must admit that a great work has been wrought.

VERY BAD CHILDREN.

It is useless to deny that the teacher will meet with bad children, for the public schools are made up of all grades — the good and the bad meet there. Nor can he separate the tares from the wheat. If the teacher had only well-behaved children, his lot would be very pleasant; but he will have some who task his patience, try his temper and even make his life a burden. In a school of forty pupils he will have one who must be watched every moment of the day. That pupil costs him more than all the rest put together.

It is not the hope of making a great man out of him that actuates the teacher; it is simply self-protection; it is necessity. To

be absent from the room is not be thought of for a moment; no, eternal vigilance is the price of order. He is on the teacher's mind when absent from the school, also; in fact he is never absent from it. What can be done with such pupils? They are of all ages, they infest all schools. When I see one, I think of the father and mother, and wonder what influences were at work to produce such a child; I believe somewhat with Darwin, you see. Yes, what can be done with such pupils? If you speak of moral improvement, I shall tell you that some of these have no moral nature whatever. In my primary school I have about forty pupils; one is a very bad boy; he always was; he has made some improvement I am glad to say; and having studied his case I can say something that may be of real service.

John is really thirteen years of age, though he does not look it; he is about as smart as the average boy. His particular vice is what he calls "plaguing the others." He will pass up the aisle and if a foot is put out he will step on it; if he can pull hair he will do it; if he can put a pin into the neck of the one in front of him he is pleased greatly.

Some would say "flog him soundly"; I myself used to think this would be good for him and tried it, but it only made him vindictive and sour. I tried this plan: When he stepped on the toe of a pupil I would call him forward and say, "John, you stepped on Julia's toe, did you not?" "Yes, ma-am." "You thought it would make her feel good, I suppose; I will show you how it feels; put out your foot." Then I stepped on his foot. I did the same if he pulled hair or pinched or stuck in pins.

I did not do this vindictively — on the principle of an "eye for an eye, and a tooth for a tooth." I knew a teacher who would not only pinch a child but let the whole school also pinch him, hoping to cure him of the habit of pinching; it only maddened the child. I only did it to show John how it felt; I took it for granted that he thought it felt nice. I found it did him some good.

But I saw his moral nature was uncultivated. He was a boy who loved to kill flies, stone birds, pull the cat's tail, and do those countless mean things that boys with weak moral natures seem to run into naturally. One morning, one of the girls brought in a pretty canary bird in a cage, for an object lesson. No one enjoyed

that bird, it seemed to me, so much as John. I watched him carefully. He could not study; he looked at it perpetually. We had a nice talk about the bird, and then I hung up the cage. During the forenoon I saw his eye was on it, and it started a thought in me.

I took down the cage after recess and talked with the pupils about the bird; how it needed kind friends; how cruel to torment it. I asked, "is there any one here who would like to pull out its feathers and see it die, or starve it?" I watched John. He was more affected by that bird than I had ever seen him before. I thought of the words of an old German writer, that "Nature softens man more than Art, or even Humanity." Well, I hung up the cage and still kept thinking.

When noon came, John came up to see the bird. I said, "Would you like to have such a bird?" "Yes, ma-am," with much emphasis. When the rest had gone, I said, "John, do you think you could take care of such a bird?" "Oh, I know I could!" "Well, would you try very hard to be a good boy if we should let you have a bird?" "Oh, yes ma-am!"

In the afternoon I proposed a novel thing; it was to raise enough money to buy a bird; John was to be the first one to keep it for us, and to bring it in on Friday that we might see if it looked well fed and well taken care of. It was done, and the bird was bought. It soon went by the name of "John's bird." A great change took place in John; but the *rationale* I have not been able to explain. I write this to have some one do it for me.—*N. Y. School Journal.*

To EXTRACT INK from cotton, silk and woolen goods, saturate the spot with spirits of turpentine, and let it remain several hours; then rub it between the hands. It will crumble without injury to the color or texture of the fabric. For linen, dip the spotted part in pure tallow, melted; then wash out the tallow and the ink will disappear.

MR. GARRY has given $30,000 to be used in founding a professorship of books at Oberlin College, Ohio.

OFFICIAL DEPARTMENT.

FREE HIGH SCHOOLS.

In order to determine the legal status of any given High School in reference to receiving state aid the statute contemplates the following points:

(1.) Course of study, *what* and *when* adopted.

(2.) Names of pupils in each year of said course.

(3.) Financial Report in duplicate, *itemized.*

(4.) Qualification of teachers: (a) kind of certificate; (b) by whom granted; (c) date.

(5.) Verification under oath.

Most of the High Schools have sent above Report to this Department. To those who have not, the time for receiving expires Nov. 1st. ROBERT GRAHAM, *State Supt.*

October, 1882.

EDITORIAL.

ABOUT the time this number of the JOURNAL reaches its readers, thousands of teachers will be commencing the schools which they have engaged to teach during the winter. The terms will vary from three to five months in length. The time employed for five days each week in going to and from, and in the school room, will be about nine hours, including the noon intermission. Three hours more each day, perhaps, will be required in preparation of the daily exercises, and at morning and evening meals. Eight hours will be or should be devoted to sleep. There remain four hours of the twenty-four not provided for. Some social or society demands will have to be met, and claims of a personal character will require some time, equal, perhaps, to the entire day each week on which school is not in session.

The question we propose to this great number of teachers in Wisconsin is this: How are you to use these four hours daily for the next three or five months? This time will be equal to twenty hours, or one and one-fourth days of wakeful hours per week, five days per month, fifteen days or three weeks of working days in a term of three months, and twenty-five days or five weeks of working days in a term of five months. Certainly this is no inconsiderable amount of time to be devoted to something. Allow us to suggest a few ways in which it may be spent.

In idleness,—doing nothing. There is no little temptation to this. Teaching is exhaustive of nervous force. After the day's work in the school room, there is a sense of physical and mental languor, which invites absolute rest,—inertia. A little experience, however, proves that reinvigoration comes not through inactivity, but by change of occupation. Idleness increases languor, ministers no stimuli to exhausted brain or body, and only makes more difficult the tasks of to-morrow.

In gossip, frivolous conversation and amusements. The surroundings of many teachers may encourage these practices. The society in which they are thrown may be such as to draw them strongly in that direction. This may *seem* the best if not the only way to secure the good will toward themselves which helps so much in successful school management. But the way of wisdom is a higher way than the one which appears the easiest. The surest way to secure and retain the respect and confidence of the community as a teacher, is to be a leader in thought and action. One who can be instrumental in so moulding and guiding social intercourse that it becomes instructive, elevating and helpful, gets large credit for general ability. And who does not know that a reading circle, a lyceum, or a club for mutual study of something outside of school curriculum, interests and benefits old and young alike, and is far more worthy to be called social recreation than the usual gross and frivolous programme prevalent at country "parties." We would not banish games or play, but would have these sensible, and for physical or intellectual relaxation, without expense to dignity or self-respect.

In mental dissipation—consuming the trashy literature of the day, sensational story reading. Here, again, the means defeat the end in view. Presumably such a course, if taken, is for the purpose of rest, relaxation. But the result will be found to be restlessness, nervous tension and excitement, which inevitably produce weariness, exhaustion, and dissatisfaction with the practical, every-day, common-place duties and conditions of life—a craving for the unreal, the sensational, and an undermining of ideal success attained through persistent and laborious pursuit of a high, practical and worthy purpose.

Are there a hundred among the large class above mentioned who will sit down before the question asked and deliberately determine to make use of the leisure of the winter before them in either of the possible ways suggested? Perhaps not. And yet perhaps there are hundreds who will permit themselves to *drift* into one or more of these habits of employing or rather wasting time. A sure way to prevent this is to *form a plan for occupying leisure time*, and then rigorously adhere to it. Have a purpose in this, as in all other departments of activity, with a definite aim or end to be reached through that purpose.

A complaint everywhere prevalent against common school teachers is, lack of general intelligence and ignorance of the literature of their calling. Can

we suggest a better purpose, for the teachers of Wisconsin, than a united and determined effort to wipe out that reproach at once—to enter upon a course of reading this very season with this definite object in view?

In this connection permit us to call your attention to an article in the present issue of the JOURNAL entitled "Reading in the right direction." In forming a plan for using some of the leisure time which this and every season will afford, we are sure that in that article some very useful suggestions may be found.

These are plain words, we know, but it is plainness of speech kindly directed to help us in our individual work that we *all* need.

UPON no one subject does there seem to be so much misapprehension and perversion, in the minds of school officers and of the public at large, as upon that of the relation of county superintendents to the qualification of teachers. And yet the law is very explicit upon the matter, providing:

1st. Every person desiring to teach in any common school *shall procure a certificate* from the County Superintendent of the district wherein the school to be taught is located.

2nd. Every applicant for a certificate *shall be examined* in the subjects enumerated for the grade of certificate for which application is made.

3d. Each county superintendent shall, under the advice and direction of the State Superintendent, *establish for his county the standard of attainment* in each branch of study which must be reached by each applicant before receiving a certificate.

4th. A third grade certificate entitles the holder to teach in any town in the superintendent district *where issued*, one year, *unless limited* to a certain town, or school district. A second grade certificate entitles the holder to teach one year, and a first grade two years, in any town in the superintendent district where issued.

5th. Each certificate shall show the branches in which the holder *has been examined*, and *relative attainment in each branch.*

6th. No person shall receive any certificate who does not write and speak the English language with facility and correctness.

These are the plain and imperative provisions of law. Among them is found no provision requiring superintendents to issue any certain number of certificates,—that is, as many as there are schools in the district, or one-half that number, or twice that number. He is to issue certificates to applicants who are *found qualified upon examination.*

The idea that a county superintendent is charged with the duty of providing as many legally qualified teachers as there are schools in his district, irrespective of the scholastic qualifications prescribed by law, is a pernicious one, and destructive of the fundamental principle that the superintendent is

to interpose between aspiring incompetency and the public school service of the state.

And the other idea that a county superintendent is to be governed by the wishes or petition of school boards or patrons in the matter of issuing certificates is no less mischievous, and is perversive of the whole spirit and letter of the law relating to determining the qualifications of teachers. In no clause, either by letter or inference, does that law make any party but the superintendent the responsible and lawful person to determine whether any individual has passed a satisfactory examination, is qualified to teach, and for teaching is entitled to compensation from the public funds held in trust by school district officers.

In the light of the law above outlined, teachers ought to see how unworthy it is to importune superintendents to grant "permits" after failing in examinations, or certificates without examination, or to "endorse" certificates issued in other districts than the one where they propose to teach. And district boards should understand, as well as all patrons, that because they proffer to "take the responsibility," or urge the unanimous desire of the patrons, this in no degree relieves the superintendent from the demands of official duty, assumed under the solemn obligation of an official oath.

No allusion is here made to the law relating to the various forms of state certificates, but only to such authorized to be issued by county superintendents.

THE matter of a course of study for ungraded schools is certainly commanding the attention and securing the interest and favor of more and more of the leading, thoughtful friends of common schools throughout the state. From various sources and different directions we receive evidence of the truth of this statement. It is very satisfactory to be able to say this. That which needs attention now more than anything else, is the careful instruction of those young people who are to have charge of country schools in the near future, in the general plan and specific details of the course of study. We are glad to know this fact is appreciated, and that something has been and that more will be attempted in this direction. The institutes this fall have reached a large class of these persons with this instruction, so far, at least, as it is possible to give that instruction during the short term of an institute session. And now here is evidence that from another direction, another and a different class will receive perhaps more complete, because more extended, help in this way.

A principal of the public schools in one of the interior cities writes to the State Superintendent as follows:

DEAR SIR:—In my graduating class are seven who will teach as soon as they leave school; besides these there are nine others who will teach in our country schools, sometime during the year. All of these are anxious to know something of the plan of grading country schools.

I have thought of making the circular issued by the State Superintendent one of our text books in civil government, and devote an hour each week to the explanation of the work in it. I think I can do good service for the country schools in this way.

If the plan meets with your approval can you send us eighteen circulars for our use? Very Truly, J. G. I.

In no other way, we believe, could an equal amount of good be accomplished by the same expenditure of time and effort. The reflex influence upon the high schools in which such classes should be organized and instruction given, can but be very great and beneficial, in the direction of concentrating attention and awakening thought upon the subject of courses of study in general, the need, nature and objects of such courses, and the distinctive charteristics of various courses, as related to common and high schools, college and university.

The circular alluded to has just been carefully revised, and a new edition issued under the form of a manual for the use of teachers, superintendents, and school officers, and will be supplied upon application to the State Superintendent. Every teacher and every district clerk in districts maintaining only a mixed school ought to be supplied with a copy.

In the September issue of the *Journal*, we said something concerning the records which are *indispensable*, and must be kept in some form in every school-district in the State in order that the reports required by law may be properly made. The records kept by most of the country schools include only arrangements for indicating the enrollment, age, attendance, and deportment of the pupils. The important items of the classification standing, and progress of these pupils in the studies pursued, are wholly ignored. There should be kept a record of the classes which each pupil enters, the time of entering, time of leaving, his standing gained in the recitations or examinations in them, his promotion to higher classes, his advancement in his studies during the term, and suggestions to the succeeding teacher where the pupil's work should begin at the opening of the next term. A little reflection will convince every teacher that such a record will be helpful in many ways,— promoting an interest in the individual history of each pupil, affording data for explaining advancement of some and failure to advance of others, providing incentives for outside or home study, facilitating early and complete and satisfactory organization of the school, etc., etc. But in all attempts to introduce and maintain a continuous and progressive course of study, such records are absolutely essential to success.

Teachers who are keeping their school records under the old system of a simple daily register can supplement them by making entries on these additional points in a memorandum book, which should be preserved with the Register belonging to the school. Following is a simple form of keeping this record. Any class may be substituted for geography,— the one used in the model given:

GEOGRAPHY.— CLASS A.

Winter term from November 1, 1881, to March 12, 1882 — 16 weeks. Class commenced at page 17, Swinton's Intermediate, and advanced to page 78.

NAME.	Age.	Entered.	Left.	Passed over Pages —	Standing	Prepared to go on from	Remarks.
John Jones ..	15	Nov. 1	March 15	17-78	100	Page 78	Studious.
Jane Smith...	13	Nov. 8	March 8	25-68	68	Page 68	Frivolous.
Hannah Peters	14	Nov. 10	March 5	19-66	100	Page 66	Studious — Mother sick. Made up all gone over to Nov 10 Will probably make up during vacation to page 78, so as to go on with class.

READERS of the JOURNAL have no doubt noticed on the last page of the cover, the advertisement entitled "*A New Departure.*" If they have not already carefully read the announcement therein made, we hope they will do so at once. It is difficult to set forth in an advertisement just the character of books like these. The series consists of eight blank books, properly ruled, with lines numbered, where necessary. At the top of the page is the exercise to be studied and mastered, and practiced upon in oral and written drill, and then transcribed into these books. The exercises are so arranged that a pupil by their use obtains, 1st, a good, fair vocabulary, consisting of words most used in good English speech and composition; 2nd, a knowledge and habit of correct pronunciation, so far as this is determined by the various regular sounds of vocal elements; 3d, a mastery of grammatical spelling,— that is, practice upon forming plurals, possessives, comparatives, participles, etc.; 4th, formation of derivatives by use of English suffixes; 6th, some twenty-five hundred test words,— words liable to be misspelled from various reasons; 6th, same, applied to pronunciation; 7th, lists of words of same meaning, or synonyms, promiscuously given, to be arranged according to meaning; 8th, list of most valuable Latin roots, and their chief derivations. The whole form a most complete and progressive course in spelling, and incidentally in derivation, meaning and pronunciation of words. Sample copies of the whole series are sent for $1.00, and either of the Nos. 3, 4, 5, 6 or 7 is worth twice that sum to any teacher. Address Ivison, Blakeman, Taylor & Co., 149 Wabash Avenue, Chicago.

A BRIEF note from Pres. Parker, River Falls, informs us of the death, at his home near that place, October 18, of ALLEN H. WELD, after a painless ill-

ness of four weeks, of paralysis of the brain, at the age of seventy-three years, one month and eleven days.

Prof. Weld was at one time county superintendent of schools of St. Croix county, but is best known throughout the state from his membership for six years of the board of Regents of Normal Schools. He was very active in securing the location of the fourth normal school at River Falls, and took great satisfaction in that work, and in the erection of the building, organization of the faculty, and opening of the school at that place. For many years he served upon the committee of examination of senior classes at the several normal schools, and will be remembered by the earlier graduates for the friendly, genial, helpful spirit he always manifested towards them. Prof. Weld was a native of Vermont, studied at Dartmouth College two years, but graduated at Yale, in 1834, with honor. Afterwards studied theology at Andover two years. He was a natural, enthusiastic and successful teacher, and spent many years occupying high and responsible positions in the profession. The text-book of which he was the author, "Weld's Grammar," was originally prepared solely for his own use in his classes, and is one of the the first, if not the first, public demonstration in favor of making English grammar the study of a living, spoken language, with laws and forms peculiar to itself.

Prof. Weld came to Wisconsin in 1858, and settled near the village of River Falls, upon a farm, where he has since resided, leading a life of unostentatious, yet eminent helpfulness in all the relations in which he came in contact with society — the church, the schools, political and social life. We shall enjoy no more the cordial hospitality of that delightful home, and the instructive and inspiring intellectual entertainments he knew so well how to plan and dispense. The silver cord is loosed, the golden bowl is broken.

OUR BOOK TABLE.

A. H. Andrews & Co., 195 and 197 Wabash Avenue, Chicago, have just issued a new catalogue of school material manufactured and furnished by that firm. It is the most complete catalogue of the kind we have ever seen issued. It seems to include everything needed in school supplies, from the kindergarten to the university. Thirty pages are devoted to plans and specications for school houses, illustrated. The Andrews Parlor Folding Beds are discussed and illustrated, which are a marvel for combining healthfulness, convenience, beauty and compactness. The whole catalogue is an excellent specimen of fine printing and engraving, and it is full of just the information school teachers and school officers need at hand for reference.

The *North American Review* for November presents an unusually diversified Table of Contents. "English Views of Free Trade," by the Hon. John Welsh of Philadelphia, is a clear and forcible exposition of the differen-

between the economic situation of England and that of the United States, and of the considerations which make free trade imperative for the former country, if she would retain her present position as the world's workshop. Joseph Neilson, Chief Judge of the Brooklyn City Court, writes of "Disorder in Court-Rooms," a subject of profound interest to good citizens at all times, and more especially now in view of recent occurrences. Dr. Wm. A. Hammond, ex-Surgeon-General of the U. S. Army, offers "A Problem for Sociologists," the problem being to determine the degree of responsibility before the criminal law, of persons affected by certain forms of insanity. "The Industrial Value of Woman," by Mrs. Julia Ward Howe, is a very able reply to an article recently published on "Woman's Work and Woman's Wages." "Advantages of the Jury System," by Dwight Foster, formerly a Justice of the Massachusetts Supreme Court, will command the attention of every thoughtful citizen, being a grave and learned defense of an institution which it is becoming the fashion to belittle and decry.

Harper's Magazine for November concludes the sixty-fifth volume of that periodical, and is a brilliant number. Miss Woolson commences a new novel, "For the Major;" Howard Pyle writes of The Early Quakers in Pennsylvania; W. D Howells contributes a poem more ambitious than anything hitherto attempted in that line by him; W. H. Bishop has a second paper upon Southern California; John Fiske writes of Virginia in the Colonial period; and W. H. Gibson has a charming paper, "Across Lots," exquisitely illustrated. These are but a few of the many features which make this number so valuable and attractive.

THE *Popular Science Monthly* for November presents an unusually attractive table of contents for its readers, viz: Sewer Gas, by Frank Hastings Hamilton, M. D.; The Science of the Present Period, by Emil Du-Bois-Reymond; Some Curious Vegetable Growths, by W. H. Larrabee, illustrated; The Law of Human Increase, by Nathan Allen; Science in Relation to the Arts, by C. W. Siemens, F. R S.; Physiognomic Curiosities by Felix L. Oswald; The British Lion, by W. Boyd Dawkins; Scientific Farming at Rothamsted, by Manly Miles; Who Was Primitive Man? by Prof. Grant Allen; Life Among the Battas of Sumatra, by Dr. A. Schreiber; Sketch of Charles Adolph Wurtz, with portrait. This, together with correspondence, editor's table, literary notices, popular miscellany and notes, afford an entertainment which for scope and excellence is rarely equaled even by this able monthly.

St. Nicholas for November begins the new volume in splendid style with a colored frontispiece, by R B. Birch, entitled "Indian Summer." This is an entirely new departure that will be heartily welcomed.

A prominent feature is the first installment of J. T. Trowbridge's new serial "Tinkham Brothers' Tide-Mill," which is a live American story about live American boys and girls; and it promises to be the best story this popular author has yet written.

Then there is the beginning of another serial, by another favorite, Frank R. Stockton. He writes of boy and girl life in the thirteeth century, and while the story is true to life, it is as fascinating as his charming fairy-tales.

But the November number is also the Thanksgiving number, and so Miss Sophie Swett has contributed a jolly story called "All the Plums," which any one with half an eye can see must have some mysterious connection with the Thanksgiving pudding. "Old Mordecai's Cockerel" is another amusing Thanksgiving tale, and there is a daintily illustrated "Grace for a Child" from Herrick.

The pranks and doings of "Tad" Lincoln, the late President's youngest son, who made things so lively at the White House during his father's administration, are very entertainingly treated by Noah Brooks, who was President Lincoln's private secretary.

But we must stop here, not because there is nothing more in the number to write about, but because there is so much,—so many beautiful pictures, so many clever poems and bright stories and sketches that, if people wish to know about them, they must look for themselves.

NOTES.

THE republican nominee for Supt. of Public Instruction, in Kansas, is a lady, M. Belle Ebright.

JUDGE ALISON has been chosen to succeed the late Dr. W. H. Allen as President of Girard College.

THE teachers of our village schools, with one exception, visited the city schools of Milwaukee on Friday last.— *West Bend Times.*

THE question of co-education is under discussion by the authorities of the University of Pennsylvania, and it is thought that some form of co-education will soon be adopted in that institution.

A MOVEMENT is on foot in Boston to establish a new educational paper, to be entitled *The American Teacher.* A number of prominent educational names are to be seen in the list of its shareholders.

THE Agricultural College at Hanover, N. H., will admit women pupils at its next term, who will be given a special course of study, including butter and cheese making, and all the various other branches of dairying.

THE Kenosha High School, now under the management of Prof. Leach, reminds the visitor of the best days of this department while under the successful guidance of McMynn, McKindley, Stone and others.—*Telegraph.*

THE country schools of Maine are not, as a rule, open more than three or four months of the year. Some of the districts are deficient in pupils. In

one county there are districts where the average attendance at school was only five scholars. There is a district near Augusta where forty years ago the average attendance was fifty; now it is but ten.

JUDGING from present indications, in a few years nearly all the schools in the county will employ female teachers. The number of schools that employ lady teachers is constantly on the increase, and the increase this year has been much larger than usual. In Meeme, for instance, only two schools in the town voted to employ male teachers for the ensuing year.—*Manitowoc Pilot.*

THE San Francisco school board is trying to remedy the distinction between the primary teacher's salary, and that paid to the grammar teacher. It is beginning to be recognized that a high degree of experience and natural ability are required from the teacher who gives the first inspiration to the little mind. *The Morning Call*, of San Francisco, advises the board to abolish all distinctions of salary based upon the grade of classes taught.

THE seventh session of Johns Hopkins University was opened with seventy new students. President Gilman, in his opening remarks, referring to the great prosperity of the institution, said that there are now 186 students in the University and that of the 449 who have been graduated from it, 110 are instructors and professors in other colleges and universities. Dr. William D. Carpenter, the eminent physiologist of England, was present and spoke to the students.

REV. A. ZABRISKIE GRAY, who is shortly to assume his duties as president of Racine College, Wisconsin, is a graduate of Harvard University and of the General Theological Seminary of New York City, and is now the rector of St. Philip's Protestant Episcopal Church, Garrison's Landing, N. Y. He has been a contributor to many religious periodicals and is considered to be one of the ablest among the younger clergy of the Episcopal Church. He is forty years of age and unmarried.

DR. WICKERSHAM has resigned the position of Minister Resident of the Court of Denmark. After a short trip through Switzerland for the benefit of his health, impaired somewhat by the climate of Copenhagen, he is at this writing homeward bound. Though the salary of the honorable office he held was large, it could make but little amends for absence from the attractive surroundings of his Pennsylvania home. Arrangements are making by his friends for a public reception in Philadelphia upon his return.

SENATOR JOSEPH E. BROWN, of Georgia, has given $50,000 to education, to be used in a way quite peculiar and characteristic of the giver. It is offered on condition that the Georgia Legislature will take it and issue bonds for it to the State University, bearing six per cent. interest. This money is to be lent in sums of $200 per annum to young men who wish to go to the University of Georgia, at Athens. Tuition is free, and of course the money

will be used to pay board. The recipients are to pay four per cent. interest, and the money returned to swell the capital. I should add, perhaps, that some persons object to having the legislature accept these conditions, but there is no doubt of the disinterestedness of the donor.

THERE are school-committeemen and eminent "gentlemen of property and standing" who think they have done a good thing in refusing to close the schools in a country town, when half-a-dozen experts are offering two days of free instruction to their teachers, ten miles away; or in compelling the lecturer of the evening, who has come two hundred miles for a free talk on education, to open the hall, dust the seats, and go out into the highways, hotels, and prayer-meetings to bring in an audience; or, in sitting down, with all the weight of offended official dignity, on the attempt of the city superintendent to bring his corps of instruction together for a day's work in the interest of better teaching. All these things are happening; and it does not seem to occur to the gentlemen who do them that it is the most effective method yet devised of cheating the people out of their most valuable possession,—the professional skill employed in the education of their children.—*N. E. Jour. of Education.*

The gift of John F. Slater. of Norwich, Conn., of $1,000,000 for the educational benefit of the freedmen of the South, is now in charge of the trustees of the fund, which is incorporated under the laws of New York State. Ex-President Hayes is the president of the board, and its other members are Chief Justice Waite, William E. Dodge, the Rev. Phillips Brooks, Daniel C. Gilman, John A. Stewart, Alfred H. Colquitt, Morris K. Jesup, James P. Boyce, and William A. Slater. At a recent meeting of the board, held in New York, it was unanimously decided to enlist in their service, if possible, as general agent, a well-known Georgian, Rev. A. G. Haygood, D D., president of Emory College, at Oxford. This gentleman was not a candidate for the place and it is not ascertained that he will accept it; but he was so favorably known to Governor Colquitt, Dr. Boyce, of Kentucky, Hon. W. E. Dodge, of New York, and ex-President Hayes — all members of the board — that his selection was unanimous. Much interest has been shown in the question of his acceptance, for he is so devoted to the college of which he is the head, that he recently declined a call to become one of the bishops in the Methodist Episcopal Church, South. He is represented by those who are acquainted with him to be a man of vigor, good sense, varied experience, power to influence men, and sound philanthropy. The Slater trustees, in addition to the choice ot an agent, have begun to indicate not exactly their policy, but their tendency toward a policy in the administration of their work. They propose to act through existing institutions for the benefit of individuals who shall receive aid enough to encourage them, but not enough to spoil them. No funds will be available for several months, probably not till the next school year begins.

Errors in the Use of English.

By the late WILLIAM B. HODGSON, LL. D.,

Fellow of the College of Preceptors, and Professor of Political Economy in the University of Edinburgh.

AMERICAN REVISED EDITION.

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The surprising mistakes of authors of the highest rank which are here pointed out indicate that there are few persons who might not derive some benefit from a careful study of this work. It will also be found very useful for classes in grammar and literature. A copious index, forming a complete topical guide to its contents, is a valuable feature of this work.

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THE TEACHER'S CONSCIENCE.

PREST. CHAS. W. ELIOT, HARVARD COLLEGE.

In many respects the teacher's conscience should closely resemble the conscience of other intelligent and well-trained members of the community. Thus it hardly needs to be said that teachers, like other people, ought to be just, temperate, neat, patient, gentle and punctual. These are duties of universal obligation, which are no more and no less binding upon teachers as individuals than upon other men; but in view of the publicity and scope of the teacher's function, the community has undoubtedly a greater interest in the practice of these ordinary virtues on the part of its teachers than on the part of most of its members. The character and conduct of most people influence, outside of their own families, only a small number of adult associates; but the teacher serves as an example and guide for large numbers of observant, susceptible and imitative youth. The conscience of the teacher sets a standard of conscience for his pupils; his daily conduct supplies their most impressive lesson, and it is his highest function to develop and train their sense of duty. The teacher who, as the result of all his intercourse with his pupils, has strengthened in their hearts the authority of the "I ought" and "I ought not" has rendered them the best service which one human being can render to another.

To many conscientious teachers it is a formidable thought that

their ultimate influence may depend upon qualities in themselves of which they are unconscious, or which at least they have never designedly either cultivated or repressed. Almost every grown-up person who reflects upon the effect which each of his several teachers had upon him, is surprised to find that some subtle or rarely manifested quality, some occasional act perhaps inconsistent with the general character, some habit seemingly of small moment, made much deeper impression upon him than the obvious qualities, regular modes of action, and apparently important habits of the teacher. A man of many accomplishments, of dignified presence and refined character, is the head of a large school for a generation; and in the end it appears that the most vivid impressions which his old pupils retain of him are that he was very clean and always tidily dressed, and that his speech was singularly clear and accurate. Another man, slovenly, quick-tempered, rough in speech and almost brutal in manners, is chiefly remembered for the manliness with which he occasionally confessed his errors and retracted his wrongful accusations. A college professor teaches, prays and exhorts with signal power, before a rapidly flowing stream of young men, and thirty years afterwards a sudden pall falls upon a cheerful company of his former pupils, themselves grown gray, as they recall how he used to tell his classes on what passages of the text-book they would be taken up at the annual examination before the unsuspecting visitors. A young man of moderate parts and feeble health struggles through a few years of service in a great school before he dies. He was but a poor teacher; yet hundreds of men will never forget the unaffected reverence with which he repeated every morning the Lord's prayer. Perhaps this picture which he left upon his pupils' minds has been as useful to them as the arithmetic and grammar, which he failed to teach them, would have been. The practical lesson to be drawn from such facts as these is that a teacher needs an active imagination, and a conscience watchful and quick — an imagination which enables him to see himself through young eyes, and a conscience which is sensitive at all times, and which takes cognizance of things incidental and seemingly trivial, as well as of things great and frequently recurring.

Within the proper limits of this paper room may perhaps be

found to discuss, very briefly, four points of a teacher's duty which are not always much emphasized, namely, his duty to cultivate in his pupils: 1. The spirit of inquiry; 2. Exactness or truthfulness; 3. The historical sense; 4. The sense of honor.

1. It is the too common habit of elders to repress, or try to repress, in children and young people, the spirit of inquiry which is natural to them, and to make them accept an answer, explanation or decision based on authority, instead of encouraging them to reach their own conclusion through adequate investigation. Linguistic studies foster, in both teachers and pupils, the inclination to rely on usage; mathematical studies cultivate the taste for logical demonstration; and scientific studies, of all the studies accessible to children, are best adapted to develop and train a just and genuine spirit of inquiry. Now, a daring spirit of investigation into the laws of nature, the customs and traditional opinions of society, the forms and processes of government, and the rules and results of trade, is characteristic of the times, and it is of the utmost importance that not only the few leaders of opinion, but the common people also, should understand what candid research is and implies. No adult, who thinks at all, can in these days help inhaling the prevailing atmosphere of free inquiry, and every child should be early habituated to it. The teacher should seize every opportunity to make his pupils inquire, observe and reason for themselves on every subject which can be brought within the range of their intelligence. He should use every means to restrict the appeal to authority and to strengthen the habit of reasonable inquiry and consequent determination for one's self. Even when enforcing that unhesitating obedience which is often necessary to the well-being of a school, the republican teacher should remember that submission to a law the grounds of which are understood and accepted makes good citizens, but that submission to an arbitrary command for fear of punishment makes slaves.

2. Another very important habit which it is the duty of the teacher to inculcate is the habit of exactness or truthfulness of thought and speech. A great step has been made in this direction when a child has been taught that it is a hard thing to get at a fact, to prove a proposition, or to establish a truth. Very few

adults have any idea how hard this process is in history, language, philosophy, æsthetics, natural science, or indeed any department of knowledge. It is a natural tendency in children and all uninstructed persons to accept unattested facts and unproved conclusions which happen to fall in with their preconceived notions or prejudices. This tendency it is the duty of the teacher to combat at every turn, and with it the similar tendency to generalize hastily from a few instances. All practice in exact observation and exact description cultivates truthfulness, and this practice it should be the care of the conscientious teacher to provide. It is all-important that the teacher set an example of truthfulness. If he pretend to a knowledge which he does not possess, if he hesitate to avow on occasion his ignorance or his need of farther study, if he be loose and slipshod in his own statements and descriptions, he must not expect to succeed in teaching the children who are exposed to his influence to be truthful. Perfect candor is an indispensable quality in a teacher. Children are very quick to detect any lack of this virtue in their instructors and governors; indeed, like all inexperienced persons, they are prone to attribute deceitful conduct to honest people.

3. Again, it is the duty of the teacher to cultivate in his pupils from a very early age the sense that they are bound by indissoluble ties to past and to future generations; that they cannot live to themselves alone; that they belong not only to a family but to a town, a state and a nation; and that they share in all the worth and wealth, and all the barbarism and misery of their race. Biographies, family histories, local monuments, graveyards, town annals, public ceremonies and observances, and the social and political organization with which children come in contact must be made the vehicles of these ideas and common interests, rights and duties. Children and young persons are naturally selfish, absorbed in the eager pursuit, from moment to moment, of what seems to them good at the instant, without thought of their relations to others. This supreme selfishness the cultivation of the historical sense tends to moderate and subdue.

4. Finally, the conscientious teacher ought to use every endeavor to implant in the minds of his pupils a nice sense of honor. This

sentiment, which makes part of every fine or noble character, is at bottom a just sense of what is right, true and generous; but as applied to one's own consciousness it is nearly equivalent to self-respect. Attributed in times past only to the privileged few, it must become the possession of the many if free institutions are to prove durable. That increased attention to the cultivation of this sentiment is needed in schools of all grades may be inferred from the deplorable state of student opinion in colleges concerning such dishonorable practices as presenting false excuses, signing deceitful statements in order to secure trivial or substantial advantages, in violation of rules, answering falsely at roll-calls, and cheating at examinations. Young men who are guilty of these practices in the colleges of the northern states do not, in general, lose caste with their fellows thereby; and yet college students are the selected product of American schools. It is said — and it is to be hoped truly said — that in southern colleges a wholesomer condition of public opinion prevails. The means of cultivating this sense of honor are chiefly these: In the first place, the conscientious teacher ought invariably to make profound distinction between dishonorable offenses and those violations of necessary rules which may be inadmissible indeed, but are not inherently vicious. It confounds all moral distinctions in the minds of his pupils if a teacher rebuke and punish lack of application, pranks or noise in the same manner as lying or cheating. Secondly, the teacher should invariably express the utmost reprobation of dishonorable conduct. Thirdly, he should hold up for the admiration of his pupils the words and actions of men and women who have conspicuously exemplified the meaning and worth of honor.

MOST VALUABLE RESULTS OF THE AMERICAN COMMON SCHOOLS.

[We recently addressed letters to prominent and influential persons in various parts of the country, asking a brief answer to this question: "What do you regard the most valuable result attained by our common-school system?" We have a large number of replies to the query, which are of value to us, and as opportunity offers we may give them to the public. We have selected

two or three as indicating some of the points which are most evident to the writers, who are widely known as careful observers and candid judges of the fruits of our public schools.—*N. E. Jour. of Education.*]

REVERENCE FOR INVISIBLE LAW.

BY REV. A. A. MINER, D. D.,

Ex-Prest. Tufts Coll., Mass., and member of Mass. Board of Ed.

In answer to your question, "What do you regard as the most valuable result of the American common school?" I fear I can give but an unsatisfactory reply. Ordinarily the attainment of the result directly aimed at is supposed to be not only a justification of the effort, but the highest and fullest justification. This would probably be true if there were not numerous undesigned results springing out of the complexity of human relationship and efforts, attributable to incidental forces, far outweighing the efforts upon which they act. Because of this fact men often "build better than they know."

Our capitalists construct railways from the seaboard across the country into the great Northwest. Their aim is gain,— partly on the investment, and partly on the increased value of the distant regions opened thereby to cultivation. An incidental result far more important than the one directly intended, is the furnishing of beef and bread to the people of the old world, thus enlarging greatly our foreign commerce, adding immensely to the wealth of the Nation, and stimulating every branch of home industry.

Our Revolutionary fathers raised large armies, suffered indescribable privations, and established free institutions upon American soil. But far beyond their highest thought, we now see the prophecy of the most powerful nation upon which the sun ever shone. God grant that it may prove the most wise and the most just. God grant that the whole people may remember that "righteousness alone is strength."

Your question implies, and justly I think, that something like this may be true in reference to our public schools. The ostensible aim is the acquisition of the elements of an education. Speaking broadly of the whole country, and of our youth in all the walks of life, this end is but indifferently attained. It is true, the meagre

acquisition thus secured make possible far higher progress in after life.

But at the same time other results are gained. Pupils in a wisely-governed school soon learn that there is a law in the very nature of things. The direct purpose for which the school exists, requires that some things shall be, and others shall not be. There are mutual rights and duties, personal and general claims, favorable and unfavorable surroundings, all of which must be kept in subordination to the general purpose of the school. There is a time to begin and a time to close, a time for study and a time for recitation, a time to speak and a time to be silent. In short, out of the very make-up and surroundings of the school there springs an invisible but imperative law which every pupil must regard. It is *one* law, infinitely flexible, indefinitely modified in application, but binding the thought, the purpose, the very conscience, to an invisible throne. Obedience may be difficult, disagreeable, burdensome; but it must not be refused, nor willfully delayed. It may be wearying to the flesh because of the uncomfortableness of the furniture, or the protractedness of the sitting. It may be wearying to the spirit because of the unattractiveness and severity of the problems in hand, or the mental strain required in their solution. The pupil may be dealing with abstract relations difficult to be grasped. Through the vagueness of his perception he may toil upon false premises and fail again and again in his results. But every failure narrows the margin of uncertainty and hastens the hour of success. Westling thus with principles, he learns to respect the invisible. He grows to have more faith in God than in granite, in righteousness than in riches, in self-denial than in self-indulgence. A mountain, he learns, can be tunneled; a principle, never.

Thus in the school order and school studies he learns that the visible is ruled by the invisible. He becomes a law unto himself. Coasting upon the hillside on a fine winter's morning, at the sound of the bell he hastes away to what, to the average lad, is solitary confinement in a veritable prison-house, where he is shut up to the "hard task" of mental sustenance. He goes willingly. He is inured to self-denial. He can put aside ease for a great duty, or a great service. His country calls; he promptly obeys. Such is the very stuff heroes are made of. Many thousand of them linger

among us to-day. Self-denial, self-control, reverence for invisible, indwelling law,—is not this the "most valuable result of the American common school?"

AN EFFICIENT AID TO THE FAMILY.

BY PAUL A. CHADBOURNE, LL. D.,

Ex-Prest. Williams College, Prest. Mass. Agr. College, Amherst, Mass.

The most valuable result at which the common school can aim is to supplement the family in preparing its children to become worthy American citizens. Intelligence, obedience to a properly-constituted authority, and respect for the rights of all, are essential qualities in the citizens of a State that is to secure freedom and furnish its own rulers by the choice of the people. That the common school has done a great work in preparing the American citizen for his duties, is acknowledged by all; but the measure of its success has, for various reasons, been unsatisfactory. The family, properly constituted, is not only the unit of the State, but it is the only true nursery of men and women. No other institution can fully take its place, and where other agencies are called to aid in its work they can only aid, and can never successfully become a substitute. But in some families the work of instruction and government which properly belongs to them is never done, so that the school, so far from supplementing the work done there, has to become its substitute, and a corrector of evil influences and vicious habits. To make model citizens under such conditions is a work in which no institution can have complete success. Much of the apparent failure of the common school in its daily efforts and final results is beyond its control; the difficulty is, oftentimes, in the families from which the pupils come,—sometimes, indeed, from want of true apprehension of the purpose of the school by those having control. These defects, or rather obstacles, in the way of full success are likely to remain; and this unpleasant fact is taken into consideration in all plans of education for the future, as the past existence of evils must be allowed for in judging of the success of the common schools up to the present time.

Since we believe that the chief aim of the common school has been the true one, we can only hope to secure better results from it in future by better methods of instruction and greater efficacy in

the school itself, and by a fuller appreciation of its work and co-operation on the part of the parents whose labors for their own children it was intended to supplement. The education of children might be completed, indeed, in each American family, as is generally the case in each Icelandic. But parents are often not competent to teach in the most effective manner, and the demands of our family life leave them little time for the work. There soon comes a time, in the average American family, when parents feel they must have aid even in the primary instruction of their children; hence the district school-house and the calling of the teacher. The public interest involved in this education is of such importance that this public school has the law to support it, and, as a natural consequence, there are in some States laws making this primary education compulsory.

The common school so far has supplemented the best work done in families, by giving the children the advantage of teachers better trained for their peculiar duties than the parents of the children themselves. It has brought the children of the same neighborhood together in pleasant relations, demanding more care, forbearance, and regard for public order than any family can secure when dealing with the few children, brothers and sisters of the same household. It has also subjected to proper government and direction children whose training has been neglected at home. The common school, with all its acknowledged imperfections, has done a great work in fitting children to become worthy citizens, by imparting information, by enforcing obedience to proper authority, and by promoting a community of interests in neighborhoods. That the common school — and by this term we here mean the primary, or rather the ungraded school,— can do much more than it has done we firmly believe. But the nature of this work, its present defects, and its possible improvement, demands a separate discussion.

HIGH AVERAGE INTELLIGENCE OF THE PEOPLE.

BY REV. M. H. BUCKHAM, LL. D.

Prest. Univ. of Vermont.

"The most valuable result of the American common school" is, in my judgment, the prevalence among our people of an average intelligence which qualifies them for the discharge of their politics

duties, for the management of their religious institutions, and for the prosecution of the common industries of life. If the mass of our people, who owe to the common school all the formal education they have received, were to be subjected to an examination in the elementary branches only, doubtless the result would be abundant bad spelling, great ignorance of school geography, very great weakness in cube-root, and utter oblivion of dates; but if an important practical question comes before them, they have intelligence enough to comprehend the arguments for and against, and detect the error in a specious sophistry, and to come to conclusions in the main just. And is this not the test of intelligence? And is not this intelligence largely due to the common school, which puts all the people in possession of that primary and instrumental knowledge by the use of which other knowledge can be acquired when it is needed? Of course all real improvements of the common school tend to raise this grade of average intelligence, and for this very reason are greatly to be desired. But with all its imperfections the common school system has given us a reading, thinking, reasoning people, competent to judge of the common affairs of life, if not always with the highest wisdom, yet with a good sense which it would be hard to find paralleled elsewhere. Abolish this system, and we should by the same act, debase the suffrage, lower the standard of religion, and degrade every industry in the land.

THE PURPOSE OF THE RECITATION.

BY W. T. HARRIS, LL. D.

In our American schools the word "recitation" is well understood to mean the exercise wherein the pupil is held to account by the teacher for his day's lesson. The ordinary English use of the word is in the sense of declamation or rehearsal, and our use of the word in education has the disagreeable suggestion in it that once the teacher's part was merely to hear the pupil repeat from memory the words of the text-book. What the Chinese call "backing the book" would be a recitation, according to the generally received sense of the word. The abuse of the recitation in making it the mere verbal repetition of the book leads to perpetual reactions in educa-

tion that bear the name of reforms. These are based on a wrong idea of the true function of the recitation, for the most part, although they serve a good use indirectly, by breaking up the mechanical methods.

In the American school, to a greater extent, perhaps, than in the schools of other countries, the recitation is the important means of teaching the pupil how to study the book and get information and insight for himself. The American teacher relies on the use of the text-book more than the teacher of England or Germany does, and expect more of self-preparation on the part of the pupil than is expected there. Our greatest danger, therefore, lies in the tendency to permit the mechanical habit of memorizing the text-book, instead of requiring the pupil to master its thoughts. Each recitation ought to develop in the pupil a greater power of self-help. There must be individual work on the part of the pupil,— the work of preparation of the lesson; then there must be the examination on the results of his study, conducted by the teacher. The examination is conducted in the presence of a class; it does not take each pupil, one by one, by himself. For the chief point in the recitation is to ascertain the degree of understanding which the pupil has attained, and correct and enlarge it so that he shall come to the study of the next lesson with more care and attention. Each pupil learns most from his fellow-pupils.

The immature mind of the pupil does not know how to study the printed page,—it reads the words, but thinks under the words only its small mouthfuls of meaning, seeing only a very little of the precise import, and missing the generalizations altogether. The object of the study of the book,—the chief object of the modern school,—is to learn how to get out of the printed book the wisdom that is expressed there. The race ought to reinforce the individual. The pupil comes to his task with a small stock of words and a few narrow ideas. Yet he must, by means of the little that he has, unlock the great world of thought that is spread out before him in books.

Many educational reformers fall into the error of supposing that the school must not primarily train the pupil to learn from books; they would teach the pupil to observe nature directly. It is surprising to discover, upon careful examination, how little one can

get from his own observation of nature, even under the most favorable circumstances. Humboldt learned to know nature wonderfully, but he arrived at this knowledge mostly through reading the results of observations made by others. Each observer contributed only his mite to the aggregate of knowledge, and it took the collected insights to make up what would be worthy to be called knowledge. If Humboldt made more original discoveries than any one else in his time, yet even in his case his original observation constituted only one part in one hundred of his knowledge. The individual apart from the social whole is a weak, puny affair. The social whole of humanity is something very powerful. The individual reinforced by the whole is elevated to a potence far above his simple, natural self; he becomes a spiritual self through sharing in the labors of his race.

We must never lose sight of this relation of the individual to the social whole if we are to judge rightly in affairs of education. That which gives the pupil only special skill, and no power to participate in the labors of others, is not of the highest value.

The pupil in the recitation is to be taught how to study the book properly. He is to be shown what his fellow-pupils have got out of the words of the lesson. Each fellow-pupil is an immature individual like himself. But partial views differ one from another, and only agree by luck and chance; only whole views agree with each other. The ideas of his fellow-pupils are different from his own,—not contradicting his own, but supplementing them. The good teacher takes pains to develop, one after another, these partial views, and complete them into whole views. All come to agreement when the whole is before them. Disagreement exists as long as the views are partial. The pupil must paraphrase any words and sentences that he quotes from the book lest he shall hide his ignorance behind the mere words. Again, if he gives the thought entirely in his own words, there will be occasion for a discussion of the merits and demerits of the mode of expression used in the book; and this is the best possible form of the so-called "language lessons." One increases rapidly in the command of language when he is required to paraphrase, and to discover the advantages and disadvantages of the modes of expression employed by himself and others.

The pupil is perpetually discovering how much is implied in language; that is to say, he is finding the ideas that belong to the words that he sees. The language has been made, not by individuals in their private capacity, but, acting together as a social whole. For each word is such because it is a conventional expression for some thought. The individual cannot make a word. If he calls a thought by some sound, it will not become a word until his fellow men accept the sound as expressing that thought. Through this it is that the immature mind may he helped by others, for the words used are problems to him, the solution of which helps him into new thoughts discovered by his fellows. Given the word, he must discover its meaning by the context and by the explanations of others.

There goes necessarily, with the learning to tand the lesson, a process of verification on the part of the pupil. The assimilation of the new thoughts is principally this. In case it is the report of facts in nature, the pupil must verify them by comparison with what he has previously learned, and with what others know about the matter. Only in a narrow field of study, can he verify the facts by going over all the original observations. In natural philosophy and chemistry this is very important. He should see everything verified by actual experiment there. In botany and in geology this is not possible to nearly so great an extent. In physical geography and meteorology and zoology to a much less extent. But most of the studies of school are studies that chiefly demand reflection on the material furnished in the lesson and do not require great addition of illustrative matter from outside. Mathematics, for example, require the reflecting mind to discover the links of necessity that connect one formula with another. Language lessons require reflection on what is given, and it is not sense-perception that is needed there to any great extent. History is assimilated by recurrence to the pupil's experience with people, and not by an object lesson on a specimen brought in for the occasion. Literature, again, makes the same appeal, for its understanding, to the child's experience, sentiments, and convictions.

There has recently come in vogue a demand for what is called "supplementary reading" in schools. This is right when it cor-

rects the habit of reading a piece over and over until it becomes a matter of reading out of one's memory instead of from the words on the page before him. But it is often taken to mean that the pupil should come to fresh reading each recitation, and that, too, without previous study of the difficulties of the piece. Such reading is far worse than the evil it is intended to correct. The recitation in reading should be chiefly a study on the meaning and use of the words in the lesson, the pupil being required to paraphrase and to see the force of the expression used. Most of the selections that get into our school-readers, say from the fourth reader up, have been taken from classic authors, and have unusual felicities of expression. They say new thoughts in fine words, bringing out delicate shades of expression. They utter deep or elevated feelings of the soul in noble forms of speech. Study of these gives the pupil not only the thoughts and their expression, but it raises him up to exalted states of feeling and makes him acquainted with the nobler ranges of human nature. This can only be done by assimilation of the reading matter through conversation on the shades of meaning conveyed, and attempts, on the part of the pupil, to express the ideas and feelings in other words, the teacher pointing out in all cases the inadequacy or the adequacy of the words used. In these discussions the pupil will acquire taste in the use of language and ability to utter his thoughts in accurate and elegant English.

The true reform in the recitation should seek to develop skill on the part of the pupil in using the book and in getting the true meaning out of the words of others.

THE USE OF TIME.

Time is to use, not to abuse. There are teachers who can accomplish more in ten minutes than others accomplish in an hour.

The latter often make the excuse, "I have not time," for this or that exercise of which, perhaps, she has heard some one speaking, and which she is willing to admit must be well worth trying if one only had time for it. She it is who has all of her spelling done orally; her class of forty pupils standing around the room, spelling a long list of words, each pupil reciting in his turn,—that

is, one is reciting, and thirty-nine are standing first on one foot, then on the other; or worse, perfectly straight, toeing the mark (a difficult task of itself, to say nothing of adding the spelling), waiting for his turn to spell,—the teacher going over and over the list so that each pupil will have had four or five tests. When the lesson is finished the teacher puts her hand to her throat and wonders what *does* make it ache so. Ache! there were no doubt twenty words in the lesson (though eight at most would be enough); there were forty pupils reciting. The teacher went around the class four times, *shouting one hundred and sixty* words as fast as the pupils could spell them! all this to give the class a drill in oral spelling which will never be of any practical use to them. If, when ready for spelling, she had said, "Class, clean slates, take pencils, position, spell," and then had pronounced the twenty words *once*, each pupil would have had twenty tests, no possible chance of getting just the words he knew, and he also would have had a writing as well as spelling lesson; hence the teacher could have taken five minutes less for the writing period, and have given those minutes saved to some of the exercises for which she has had no time, and best of all for the pupils, they would have spelled the words just as they will be obliged to do in after-life. There is no throat-ache now, as the teacher has not been using a loud, unnatural voice, and therefore, has not overtaxed her organs of speech. She has also used at least ten minutes' less time for spelling that she can give to some other exercise she had never before had.

After spelling, this teacher has an exercise in mental arithmetic, "which," she says to a friend, "I can't bear, as I never *can* get my class interested." She then turns to her class and calls out, "sit in order, class. I want to see how well you can do for me in mental arithmetic this morning. George Brown, stand. Now listen while I *read* this example, so as to remember it. *(Reading.)* 'If I have sixty cents and spend ten cents for candy, twenty cents for apples, and lose twenty-five cents, and then find eighteen cents, how many times three cents have I left?" *(!!!)* George looks foolish and sits, while the rest of the class are having a picnic. Why? Because the teacher did not proceed from the known to the unknown, from the simple to the complex, and the class were

told that nothing was wanted of them, as George Brown was to do the reciting. If she had said, "Class, attention, clean slates, take pencils, right hands at your sides. If one apple is worth two cents, what will three cost? Ready!" and the *moment* she said ready, have it understood that each pupil was to write the answer (6) on his slate and raise the slate with the answer toward the teacher, she would in thirty seconds have had forty examples worked; as each pupil would have worked one. At this rate two hundred and forty examples can be worked in three minutes. The class has become animated, and are anxiously waiting to see what is coming next.

Her friend now asks if she has ever combined a language-lesson with mental arithmetic. She exclaims in surprise, "No, indeed! I have no time for *that!* it is all I can do to have the arithmetic." "But," says her friend, "one helps the other. If you ask your pupils each to bring some little toy to-morrow, and tell them if they do you will put them in a box, and in the arithmetic-hour will hold up one at a time for them to make examples about, you will have them feeling that the mental arithmetic exercise is a part of something that belongs to them, and each will try to out-do the other. I had my class bring some of their toys for me, and among other things they brought a top, ball, clothes-pin, ink-well, doll, pen, etc. Hold up something now, and see if some one will make an example for you; be sure you take something with which they are familiar." At this hint the teacher holds up a slate-pencil, and says, "Who will make an example for me, about this?" Mary White, the dull one of the class, raises her hand. "Well, Mary," says the teacher. Mary recites: "If one pencil costs one cent, what will five pencils cost?" The teacher looks surprised, and asks, "Who will work it? George Brown may try." (George:) "If one pencil costs one cent, five pencils will cost five times one cent, which are five cents." "I declare," says the teacher, "I never knew Mary White to state an example before." "Perhaps," replied her friend, "it is because you stand before the class with your book, and *read* the example for them; and they think if it is so hard you must read it, they must put all their strength on the memory, as you always insist on having it repeated just as you read it. Dr. Hall says: 'Unless one understands the laws of the

mind, he will be apt to over-estimate the value of the memory. The capacity to crowd the mind is not the capacity to educate.' As you accomplished so much with the slate-exercise and objects, you might shorten the time for mental arithmetic six or seven minutes, and have some little exercise not on your programme, and something that will please the children, as one of Miss Gilman's lessons on zoology, or Mrs. Morrill's game at multiplication-table."

The slate-exercise spoken of has been criticised by some "still teachers" because it is noisy. Teachers, *perfect order in a class-room does not mean perfect quiet. There is perfect order in our large machine-shops, but none that do any business have perfect quiet.* Remember you are dealing with mind, immortal mind; impressions made there are everlasting and indestructible. "MULTITUDES are what their teachers have made them."— *Wm. M. Griffin in the "Primary Teacher."*

A COMMISSIONER'S CRITICISMS.

BY J. H. MYERS, SECOND DISTRICT, LEWIS CO., N. Y.

As a result of teachers' examinations and visitation of schools, many points of criticism have naturally presented themselves, which, together with a few practical suggestions, as the result of experience and observation, I would respectfully submit to those interested in school work, and especially to teachers and trustees, hoping they will be received in the spirit of honest criticism in which they are given; and if, in so far as they are of any value, they shall receive attention and here and there be acted upon, shall be amply repaid.

TEACHERS AND EXAMINATIONS.

1. Teachers, when thrown upon their own resources and responsibility, exhibit in some instances a total helplessness, which, allowance being made for the customary excuse of fright, cannot be explained except upon the ground of a faulty education. It shows a lack of systematic teaching and study. The knowledge is scattering and fragmentary, not built up by a proper synthesis into a systematic whole.

2. This is manifest by a too slavish dependence upon text-books, especially in arithmetic. Rules have been memorized at the expense of a thorough understanding of principles.

3. Language is neglected. Dry, technical, uninviting grammar of the text-books is taught at the expense of thought and its expression. Teach the *living* language, its meaning and use.

4. We have seen teachers (we say it with sadness) who manifestly did not know what to do with all the time between one and four o'clock.

5. Phonics is almost wholly neglected in connection with reading. Reading is parrot-like, not an intelligent expression of thought.

6. Civil Government and United States History are neglected. They should be taught for the reason that a large share of our voters receive their only education in our district schools. If books are few, the most successful method is by question, discussion, and written answer. If the history is used as a reader, there should be thorough questioning by the teacher.

7. In connection with technical grammar, analysis is neglected.

8. Very few teachers possess professional works on teaching and methods. Doctors, lawyers and ministers must of necessity have professional libraries, but teachers require nothing. If you can get but one book, get De Graff's School Room Guide.

9. Have some plan and method of *your own.*

10. Do not delude yourself with the idea that you have finished your education when you have received a certificate to teach. Prepare yourself upon the matter and method of each lesson.

11. The pupils write, but they are not taught penmanship. It should begin upon ruled slates with the first steps in reading.

12. Geography should not be a conglomeration of isolated facts. After the parts the whole,—e. g., "What constitutes the British empire?"

13. There is frequently a manifest lack of programme or system in the work of the day.

14. We have seen maps and charts whose only use seemed to be the novel one of ornamentation of the walls of the schoolroom.

TRUSTEES AND PATRONS.

1. Do not assume that what was good enough for you is good enough for your children. It is not true. The world turns over every twenty-four hours, and at the same time swings many miles through space.

2. Try new ideas before you condemn them.

3. Better spend days searching for a good teacher than for the cheapest.

4. Beautiful and tidy surroundings have a powerful influence upon the habits and character of children, and are a great help to a good teacher. Give the children nice things, and with proper instruction they will keep them so and become like them.

5. When you build, build well. A few things in particular should be noticed in building. 1. Make some provision for ventilation. 2. Give a plentiful supply of blackboard. 3. The iron frame desks are, in the end, most economical and best in every way. 4. Place the desks near enough together so that the children will not be obliged to lean forward to study. Have some children present for trial when you arrange the desks.

6. School-houses are universally insufficiently supplied with apparatus.

7. Trustees cannot legally apply any part of the public money to any other purpose whatever, except payment of teachers' wages.

8. If you would have good schools, do not begrudge the time spent by teachers at Teachers' Institutes and associations, but urge upon them the importance of attending.

9. Pay teachers fair wages, and then do not fail to visit the school occasionally to see if they are earning them. Let the parents encourage teacher and pupils by occasional visits.

10. Be economical, but do not always think you have served the district and your country best when you have succeeded in keeping teachers' wages within the public money. Economy may possibly degenerate into stinginess; and when it does, it is not commendable.

11. Never hire a teacher without looking at the grade and date of the license. You will also find standings in examination endorsed upon the back. Do not encourage teachers to avoid the general examination, and to ask for special examinations at the last moment before the school begins. The special examinations

will not be made easier, and we shall endeavor to discourage them so far as possible. Let the teacher be sure of a good and reasonable excuse before asking for one.

12. Do not think that "anything is good enough to teach our school."

13. Every school-house needs Webster's Dictionary and a cyclopedia.

14. The school-house and the church not only increase the value of property, but are a sure index of the state of society as to its moral health, elevation and state of growth. The schools are the boasted bulwarks of our national institutions and liberties; but if the safety of the nation depended upon some of these so-called "bulwarks," we should greatly fear for the citadel of liberty *itself.*

We do not say these things in the spirit of fault-finding, being fully aware of the difficulties of our system and its practical working; but if there is anything better, let us endeavor to work steadily towards it.—*The School Bulletin.*

PART OF A PREAMBLE.

BY HON. J. J. BURNS, OF OHIO.

And what are the objects of these meetings of teachers?

Why this tearing of ourselves away out of reach of the tear-brimming eyes of our pupils, left alone and disconsolate, and of the adieus of our patrons, who, at our departure, wished us many returns of the day? These forced marches to some point of rendezvous, our heavy baggage left at the rear, with fixed purpose to subsist upon the enemy? These exhaustive speeches and these weary listeners? Well, I believe that I know at least a partial answer to this query.

One purpose of teachers' meetings is to give to those engaged in a common cause opportunity to become acquainted, to recognize in each others' faces the friendly gleam of brethren, to cultivate an *esprit du corps*, to take down their harps from the willows where they are so apt to hang, and join a chorus from the Lord's song, though not by any means in a strange land, to set up lines of electric telegraph from city to city, from district to district, whose magnetism

shall be *cordial professional feeling*. This object alone would abundantly justify our meeting, even without a word said or written about matters avowedly pedagogic. We need some aid in resisting the hermitizing, the insulating influence of our daily vocation, so we may, when not on duty, doff the schoolmaster and don the man, the woman, the citizen, the friend.

A "daily bath in the fountains of literature" has been prescribed for some of the complaints to which the teacher falls heir. An occasional bath in the flowing stream of refined social enjoyment is another good medicine.

But teachers' associations have other objects. One is, to serve as an intelligence office, where it is every member's duty to disclose for common good anything of advantage which he has discovered, and also to have ready an assayer's bench to test his theory and find the per cent. of gold in the ore. For they who hear are not inclined, nor are they bound, to walk by faith up to a speaker's conclusions. They propose to have the proof that a thing *is* good before they make an effort to hold it fast, or else they hold it so fast that if it be hollow it goes to pieces. This questioning spirit is the right spirit; things are not of necessity bad because they are old, nor are they good because they are new,— good because they are old, nor bad because they are new.

Possession is worth nine points in law, and a method in use is a method proper, *de facto*. He who calls it into court on a *quo warranto* must make good his own case.

It is the province of teachers' conventions to send wing-shot after pedagogic balloons before they sail away and cause the unpracticed eye to regard them as new satellites come to join our system; while in the other direction, they should spring mines under the solidist foundations of chronic error.

Teachers should be the leaders of educational thought concerning school systems and school legislation. At their assemblies, they should reach conclusions after full, free, fair discussion, and having nailed these planks upon their professional platform, they should stand thereon and do battle. I hope it is not an ungraceful thing for me to say, that many of the associations of teachers run, too closely perhaps, in the track of essay-reading and essay-hearing societies; where much is given out that is sanctioned by few, it may

be, besides the writer; and, not seldom, persons desiring to express dissent have no time, for the essay-train sweeps along resistless, according to schedule. I have often wondered how it would do to have certain pedagogic principles and practices announced for discussion, and the committee to see to it that there be speakers at hand to fully *open* the discussion, and afterwards that abundance of time be given to hear from every one desiring to be heard; the final step to a *vote*. In this way the reading public would be furnished with formal utterances which it may rightly receive as the sentiment of the teachers.

We have often seen in the papers, a statement that at such a meeting, Prof. So-and-So said so and so, and the inference was, to use a bit of choice slang, that he "voiced" the sentiment of the meeting; when you knew that the most of his hearers did not approve of the declarations at all. However, for steady, safe work, doubtless a union of the essay and the free-debate plan is usually the best. In order to have anything like a general expression upon some mooted points, it is well to provide against the misfortune of some gentleman feeling called upon to occupy four or five fifths of the time. This requires tact. In desperate cases the victim may be called out on important business at the critical moment.

Economy of time, earnestness of spirit, kindliness of heart, shining in the countenance and vibrating in the tones of the voice; but all the while, independent thinking and manly expressions,— these are ingredients in the recipe for a profitable teachers' meeting.

WEST POINT ENTRANCE EXAMINATION.

The following partial list of questions will give a definite idea of the character of the recent entrance examinations at the U. S. Military Academy at West Point. One hundred and forty-seven appointees presented themselves for examination, of whom one hundred and four passed, the remaining forty-three being rejected, or "found," as they express it at the Academy. The examination is written, and from two to three hours is given to each of the

leading branches of study, but to pass, it is necessary to have an accurate and intelligent knowledge of the subject in hand.

GRAMMAR.

1. What is a verb? tense? forms of present tense?

2. What is a noun? case? when in apposition?

3. Pricipal parts of *smite*, *set*, *let*, *find*, *win*, *blow*, *steal*, *freeze*, *sit*, *stay*.

4. Plural of loss, money, hero, duty, hoof, wife, ox, woman, pea, Miss B.

5. Parse underscored words:

"*When*, *in* the course of human events, *it becomes necessary* for one people *to dissolve* the political *bonds* which have connected them with another, *and to assume among* the powers of the earth the separate *and* equal *station* to which the laws of nature and of nature's God *entitle* them, a decent *respect* for the opinions of mankind *requires that* they should declare the *causes which* impel them to the separation."

6. Correct errors in the following:

It could not have been her.
The wages of sin is death.
Cotton as a crop is more valuable, but not so certain, as corn.
Bismarck is greater than any German statesman.
This work is one of the best that has ever appeared.
I am afraid of the man dying before the doctor arrives.
Did you expect to have heard so poor a speech?
The ebb and flow of the tides were explained by Newton.
What is the difference between an adjective and participle?
Distribute their presents between John and his brothers.
Just think of me entering a saloon in this garb.
He not only ought, but must, succeed.
These flowers smell very sweetly and look beautifully.
The regiment had no less than 100 men fell in the engagement.
The jury could not agree, so the judge allowed it to separate.
You must have felt the needle to have passed into your flesh.
I could not convince him but what I was wrong.
The boy or his guardian were wrong.
I have done only that it was my duty to have done.

Of all the other qualities of style clearness is the most important. This one is more preferable than the other.

SPELLING.

A decoration day speech, written from dictation, after which the words: Annals, bigotry, sentinel, inheritance, olfactory, precarious, codicil, disastrous, calamity, conducive, incompatibility, sinew, debauch, evidence, simultaneous, reptile, brethren, discordant, tallow, brutal, distillation, epicure, worship, embellish.

GEOGRAPHY.

1. Latitude of boundaries of the zones?
2. What is an isthmus?
3. What is a promontory?
4. What is an archipelago?
5. What states and territories touch Utah, Illinois, Georgia, Arkansas, Wyoming?
6. Name states and territories touched by the Colorado (Green fork), Tennessee and Arkansas.
7. Name capes of North Carolina, Minnesota, California, Oregon, and locate them.
8. Where is Honduras?
9. Bound it.
10. Political divisions of North America.
11. Political divisions of South America on Pacific.
12. Where is Cape Guardafui?
13. What divisions of Mexico touch the United States?
14. Number of States?
15. Number of Territories? Name them.
16. Four largest cities in the United States?
17. Locate them.
18. Bound Switzerland.
19. Capes of Spain, Austria, Germany?
20. Locate them.
21. Queensland?
22. Locate Cairo, Madras, Calcutta, Canton, Nagaska?
23. Straits of Messina? Cyprus? Philippine Islands?
24. Political divisions of the Mediterranean?

ARITHMETIC.

1. (641 £. 14 s. $11\frac{1}{4}$ d.)÷(2 £. 15 s. $6\frac{3}{4}$ d.)

2. Smallest number, greater than 3, which divided by 54, 69, and 132, will in each case leave a remainder of $2\frac{3}{10}$?

3. Oct. 12, 1881, A was 33 yrs. 6 m. 16 d. old, and B was 42 yrs. 3 m. 2 d. old. At what date was B five times A's age; and why did he not remain so.

4. A does seven-tenths of a job in 14 days, then calls on B, and they finish it in two days. How long would it take B to do it?

5. 4.32 × .00012?

6. Explain the placing of the decimal.

7. Thirty-five men in 24 days do a job of work; how long will it take two and one-seventh as many men to do $7\frac{1}{2}$ as much, working twice as fast, but only one-third as long per day?

8. Separate $772\frac{2}{3}$ into 3 parts, which shall be to one another as to $2\frac{1}{2}$, $\frac{7}{10}$ and $\frac{3}{5}$.

9. How many 15ths in 1.03?

10. A wins 9 out of 15 when he plays with B, 16 out of 25 when he plays with C. B and C play 118 games. How many should each win?

THE SPELLING-BOOK.

To spell, or not to spell? that is the question the Boston supervisors, in a report made to the school board of that city, have answered in the negative. Their argument, briefly put, is this: The "end sought for in any teaching of spelling" is to give the pupil ability to "spell the words of his own vocabulary;" and, again, "to train children to spell correctly common words." "But correctly written word-forms are most easily and surely acquired when the words are used in their natural connections as expressing thought." Therefore, is a spelling-book not needed,—indeed, is a positive evil.

We should have little fault to find with this argument provided we could accept the premises. If it be true that the end sought for in spelling is simply ability to spell the ordinary vocabulary of the child correctly, then the best way to teach spelling would be by written composition; in fact, would be the only sensible way. But

it seems to us that this view of the matter is narrow. A spelling-book properly edited, should have a three-fold purpose. Its first object would be, as stated in the argument above, to give to the child the ability "to spell the words of his own vocabulary." But further than that (2), it would afford the simplest and most efficient means of increasing his vocabulary; and (3), it would place in the teacher's hands the best instrument for the training of the child in the use of his native tongue. It is a grievous mistake to make the vocabularies of the mass of children to depend upon the words they may pick up in the street or home. Children bred in cultivated homes, or young readers of many books, are not helped much by a spelling-book. But it must be remembered that the many are *not* thus bred, neither are they at an early age great devourers of books. These untoward circumstances exist, and the schools are established to supplement these deficiencies. How shall it be done? The Boston supervisors say, by copying passages from the reading lessons, writing sentences from dictation, compositions suggested by daily lessons in geography, history, physiology, etc. This is all very well, as far as it goes. But it places the child's vocabulary at the mercy of a guess, a "hit-or-miss." He may at the end of his school-course have met frequently enough all the words that he ought to know and be able to use, and he may not; there is no system, and, therefore, no surety. A properly arranged spelling-book would bring to the eye and memory a full vocabulary; and it would bring an orderly arrangement, which is also essential.

Besides, this copying of sentences, pieces of poetry and the like, does not necessarily give to the child a better knowledge of the use of words. It may be a performance quite as perfunctory as the spelling of columns of words. Two things are essential to fix the use of a word in the memory of the child. First, he must have his attention directed to it, and, second, he must use it a great number of times in sentences which he himself has originated. It is, therefore, practically better to have the selected words by themselves in a book than scattered here and there, no one knows where, for the teachers, peradventure, to light upon.

The use or non-use of the spelling-book is also influenced by another fact; namely, that if the child has not learned to spell at the age of twelve or thirteen, the chances are that he will never learn

to spell after that. Now, if his knowledge of words is to be limited to the street and the few text-books he may use, and there is to be no systematic effort to increase his vocabulary, he will often have cause for shame when he puts away his childish speech and plays the man.

We must confess that we do not think that the ability to spell correctly is of the highest order. Many valuable and pregnant thoughts have been written in what would be called to-day very poor Queen's English. Spelling is a fashion rather than a science. The spelling-book, therefore, seems to us to be of very little value unless it serves the three-fold purpose which we have already mentioned: and of these three functions, the training in the use of the word is the most important.— *N. E. Jour. of Education.*

WHAT IS A NORMAL SCHOOL?

BY PRESIDENT E. C. HEWETT.

I here give an exact copy, omitting names, of a postal card I received this week:

"——— ———, Oct. 2, 1882.

Dear Sir.— Please send to me a catalogue or personal information regarding your college. I wish to learn book keeping and short hand writing, & wish to know how long it will take to learn them thoroughly and the tuition expense of getting books — price of board etc.

Respectfully, ——— ———."

The card is directed to "Professors of Normal College, Bloomington, Illinois."

Now, I do not introduce this to speak of the punctuation, etc., but to ask what must be the writer's idea of a normal school? Nor is this card a singular one; very frequently I receive inquires as to the opportunities to learn elocution, penmanship, music, etc., at "Your Normal College."

It is evident that a large portion of our people have no just notion of what the work of a normal school should be, nor of the purpose of such a school. Hence, it cannot be repeated too often *that a Normal School has no legitimate purpose but to fit its pupils to teach and manage schools; that nothing is proper to be done in such a school which does not tend directly to this result; and that,*

with a given body of students, anything essential to fit them for the teacher's work is legitimate in the work of a Normal School.

When these truths are understood more clearly by the community in general there will be less unwise criticism of the work and methods of genuine normal schools. As to the *necessity* of such work and methods, no one can have any doubt, who is acquainted with the serious lack of fitness on the part of a majority of those who undertake the business of instructing and training our youth, in the common schools of our country.

I cannot doubt that much of the confusion of ideas as to what a normal school is, and what it should do, arises from the advertisements of a swarm of conglomerations that have recently sprung up in these Western states, called by their owners and managers "Normal" schools. Or, perhaps, the confusion has allowed them to spring up. To illustrate what I mean, take the opening statement of an advertisement found in one of the recent issues of a well-known school journal; it is a fair specimen of the class:

"———— NORMAL COLLEGE AND PRACTICAL INSTITUTE SUSTAINS THE FOLLOWING DEPARTMENTS: Classical, Scientific, Teachers', Business, Preparatory, Penmanship and Drawing, Preparatory Medical, Musical, Engineering."

Of course, this is a free country; and no doubt any man has a perfect right to set up a school having all these "Departments," as a private speculation; he has a perfect right to advertise it; and people have a perfect right to patronize it. Nor shall I undertake to say that it may not do excellent work for its pupils. But I do ask, in all seriousness, what right has it to the name of "Normal" as a distinctive title? According to the statement here made, "Musical," or any one of the seven others, would be just as distinctive. Is not this one chosen because workers in genuine normal schools during the last forty years have given the word so much cash value that irresponsible educational free-booters find it a good financial trick to "appropriate" it?

The managers of real normal schools in this country have never agreed upon a uniform course of study for such schools, nor upon uniform methods of work in them; and I very much question whether such uniformity is desirable. But there ought to be no

doubt as to the general purpose of these schools, nor as to the general tests by which to determine whether they are legitimate or not. And it is very important that clear notions on these points should obtain among the people in general.

WHERE SHALL I PUT THE APOSTROPHE?

Few things are so simple as the formation of the possessive case in English; yet pupils often make mistakes, by putting an apostrophe in the wrong place. Do you not consider your scholar somewhat exceptional who never writes of the "Ladie's Sewing Society," or of "oxens' hoofs?" There is no reason for confusion here, and a simple rule will apply in all cases both for the singular and plural.

Before this rule can be practically applied, it is, of course, necessary that your pupils have a clear understanding of the force of the possessive case. He must understand the meaning of the word "possess" as clearly as that of the simple word "own." He must understand that the possessive case is that form of a name which denotes that the person or thing named owns something. Observe that mistakes are seldom made regarding the addition of the letter *s*. At least nine out of ten errors are merely in the position of the apostrophe.

My rule, then, shall be confined to that one point, and for that will be found invariably true. It is this: *Put an apostrophe after the name of the owner or owners.* Let us test this by a few examples. Suppose your pupil has written "oxens hoofs," and hesitates whether to put the apostrophe after the *n* or the *s*. You will properly ask him to complete the following sentence: "The hoofs belong to the———." When he replies, as he must, "oxen," tell him, "Then put your apostrophe after the word oxen." If he is slow and does not catch the thought, you will put your hand over '*s* and show him what is left in sight, "oxen," names the animals that own the hoofs.

Notice in the following examples, which usually come under

three or four separate rules, that in all cases the position of the apostrophe is determined as above, at a glance:

Men's shoes.	Fairies' homes.
Man's head.	A Fairy's home.
Charley Ross's father.	Deer's horns.
Mice's teeth.	
{ Charles's hat; or as some prefer), Charles' hat.	

In absolutely every instance the position of the apostrophe is thus decided. Now, this point settled, and settled *by itself*, if you wish a rule for the added *s*,—though a rule is hardly necessary,—I offer one which holds good in every case. *Add* s *to all singular possessives, and to all plural possessives which do not already end in* s. I am aware that the rules, as they appear in our grammars, are scientific and accurate. I know that I have given no reference here to Anglo Saxon case endings, etc.; but I am confident that to accomplish the desirable end of teaching little children to write correctly this simple rule is good.—*Primary Teacher.*

MY MUSEUM.

When I took charge of this school of sixty young children, I found bare walls, except a blackboard and one outline map. I felt that I needed implements, the implements of the divine art of teaching.

I procured twelve boxes, each two inches wide and four inches long, and one and a half inches high. They had held cards, and I got them at a "fancy store" for twelve cents. I took these to school and piling them up on my desk asked if any of the boys could make a frame that would hold them as drawers. One boy responded, and I found that I had a genius to aid me; in a few days my chest of drawers was done, and it excited much interest.

I selected coffee, allspice, pepper, cloves, cinnamon, cocoa, camphor, ginger, nutmeg, mace, rice and sago to fill these. On each drawer I printed the name of the article it contained, and to pull it out fastened a red tape. When finished we all felt happy.

I cannot tell you how much I had said about the museum and

the happy days we should have with it. When Friday afternoon came the museum was opened and explained, and, to my surprise, in came one of the school officers and several of the parents. The former said it was a pity the museum had not been fixed before.

In a little time I made another of the same size. This contained leather, loaf sugar, gum-Arabic, sponge, wool, beeswax, sealing wax, whalebone, salt, horn, ivory and chalk. This was duly opened and visitors came to that. The school officer said that his son was making one like it, and this led to finding out that fourteen had museums. It created quite an excitement. The children were finding out all about the things we had in the museum. The groceryman said he never had so many calls for articles as he had about this time and wanted to know what it meant.

When we got tired of study the museums were opened. To say, "Who can give five uses for beeswax?" would be to set the school fairly roaring. Then the fanciful stories the rice, wool, ivory, etc., suggested! Then the compositions that were written about them, The editor published some of them, and this attracted so much attention that we had many visitors. I was obliged to appoint a 'curator' to show the museum to them.

But this was only a beginning. The museum was followed by gathering leaves, plants, flowers, etc., until the room was full of them. I had a closet and this was filled. Need I say that I was busy? Need I say that I had a good school? Did I whip? Did I keep after school? The work then done seems to me so precious that I long to go over it again.—*N. Y. School Journal.*

OFFICIAL DEPARTMENT.

QUESTIONS AND ANSWERS.

Q. Can a person now holding the office of director in a school district, who has been elected sheriff of the county, continue to hold the office of director?

A. There is nothing incompatible in the two offices, and the sheriff of a county may be also the director of a school district.

Q. Should the treasurer make a special and separate report at the annual meeting, when the district board report upon the accounts of the treasurer?

A. The treasurer should prepare a statement of all receipts and expenditures, in the form of an annual report to the school district. At the time specified by law the board should meet and examine the report, or statement, with the vouchers relating to the items, and certify thereon that they have examined the account, and vouchers accompanying the same, and find the same to be correct, or incorrect, as the case may be. The statement of the treasurer, with the certificate of the director and clerk attached, should be presented at the annual meeting as the annual report of the treasurer. To this may be appended the other statements required in the report of the board to the annual meeting.

Q. If a teacher's certificate expire during the term of school, and the authority to teach be renewed, is the contract originally made valid?

A. If the authority to teach is renewed so that the right to teach is continuous, the contract is valid. Otherwise by express statute the contract terminates when the right to teach terminates without having been renewed.

Q. Is it lawful to devote one hour per day to teaching German in country schools?

A. The district board may in their discretion cause *any foreign language* to be taught by a competent teacher to such pupils as desire it, not to exceed one hour each day. Sec. 447, R. S.

Q. May the treasurer of a school district pay out money belonging to the district, for furniture or supplies, taking receipts therefor, and present his account therefor to the annual meeting.

A. A school district treasurer can pay out money belonging to the district *only upon orders* of the clerk, countersigned by the director. He has no authority to make purchases of anything, except by direction of the board by vote at a meeting duly held, and the order of the clerk and director is the only valid voucher for him for money paid out.

Q. If one member of the district board refuses to meet with the others at meetings called and notified by two members of the board, what can be done about it?

A. The absent member loses his voice and vote in the affairs of the board, and the two present may transact the business. If the two present are unable to agree, and the business of the board is obstructed by the willful neglect or the refusal of the third member to attend meetings of the board, such neglect or refusal renders him liable to be removed from office. See sec. 507, R. S.

Q. Having hired a teacher holding a third grade certificate, can the district board by virtue of Sec. 447, R. S., or any other authority, insist that said teacher shall give instruction in any branch or branches not mentioned in said certificate?

A. If no mention is made in the contract that branches other than those enumerated in the certificate are to be taught, the board may not legally require such branches to be taught. The certificate exhibited to the board, a copy of which is attached to the contract, is notice of the branches which the teacher is competent to teach, and the contract is made on the basis of that exhibit as to competency.

EDITORIAL.

CLOSELY connected with the matter of granting certificates, referred to last month in the JOURNAL, is the matter of annulling certificates of teachers. The impression seems to obtain in some quarters that a superintendent may annul the certificate of a teacher upon very slight provocation, and in a very summary manner, if he is so disposed. This is a very erroneous and mischievous impression. A person holding a certificate of any grade is legally qualified to teach in the public schools of the state, may make contracts for that purpose, and may enforce contracts thus made through the courts. Such a person thus becomes invested with legal rights, of which he may not be divested except for the causes and in the manner prescribed by law. After becoming possessed of these legal rights, the teacher has passed even beyond the line where the mere judgment of the county superintendent can determine whether he may teach or not. Thereafter it becomes a matter of proof as to moral character, learning and ability to teach, which is to be established by evidence, at a trial upon complaint, of which due notice is to be given, and opportunity afforded for fair hearing in self-defence. The law, theoretically, carefully guards the rights of citizens, and in the case of teachers has so hedged about their displacement from the profession, as to make it imperative upon superintendents and examining boards and committees, to exercise their best judgment and discretion in certifying to their worthiness.

It is possible that because of a lack of consideration of these things above suggested, there is so much laxity in licensing teachers, and so much friction and contention over annulling certificates granted. It is a grave thing to ask a superintendent to annul the certificate he has issued, or for a superintendent to so annul such a certificate, for it is a kind of impeachment of his judgment, based upon the evidence given at examination. A superintendent is not required to guarantee the success of a teacher under all conditions possible. The certificate indicates that the judgment of the examiner is, that under fair, ordinary and proper conditions, the scholarship, character, and teaching ability of the holder are sufficient. If a teacher is afterward employed where the service is unsatisfactory through inability to contend with unusual, adverse and extraordinary conditions, there is a better way to arrange matters, by conference of superintendent, employees and teacher, than by the arbitrary and extreme means of annulling the certificate.

THE "*Circular to County Superintendents*," recently issued by the State Superintendent, outlining the tests proper to be used in examination of teachers upon elementary branches, has called out words of commendation from various quarters, indicating approval of the spirit and letter of the effort, as well as of the purpose in view in the issue. The preface reveals the purpose in the statement made that the design "is to place before you an ideal of what such an examination should include: 1st, as to plan; 2nd, as to scope; 3d, as to character, or detail." The law provides that "each county superintendent shall, under the advice and direction of the State Superintendent, establish for his county the standard of attainment in each branch of study which must be reached by each applicant before receiving a certificate of either grade, and the standard so established shall be uniform in the superintendent's district." "Standard of attainment," as we all know, may be determined in various ways. It cannot be accurately determined by the per cent. of correct answers to any given list of questions. Correct answers of fifty per cent. of one list may indicate a much higher standard than correct answers of eighty per cent. of another list. In inspecting the various lists of questions prepared by a large number of superintendents, one is strongly impressed with the fact that consciously or unconsciously a large fraction of the questions are the outgrowths of the special study or reading of the authors, rather than of clear and well grounded convictions of what acquirements and powers are indispensable to success in teaching any grade of school. When a county superintendent of a frontier county proposes such questions as, "What is the orthoepical difference between a whistle and a shout?" one may be certain that he has become interested in a discussion or treatise upon the "anatomical basis of utterance" of which probably not five per cent. of the teachers in the county have ever heard. Growing out of this fact, is the complaint so generally heard that examination questions are "catches" and

"puzzles," and are made up from those things which no one knows anything about, except the examiner.

We do not believe this complaint is just, as a rule, and probably questions made by such complainants would be much more justly open to the criticism than those complained of. But this shows the need of careful attention to the *plan*, *character*, and *scope* of tests applied, and a better understanding of what constitutes "ability to teach." In our judgment no more profitable work could be done at present, than for county superintendents in various parts of the state to get together in conventions of five or six counties each, and for a couple of days make this circular, and the topic which is the basis of it, the subject of discussion and investigation.

We append a specimen of the letters received, above alluded to, which all will recognize as from one competent, by reason of ability, position, experience and observation to speak by authority:

MY DEAR SIR: Although the set of suggestive questions to be used in the preparation of tests for candidates for teaching, was prepared especially for superintendents, permit me to express gratification that the department has after many years, made an effort to breathe the breath of life into the bulky mass of our overvaunted "system."

The letter of a system, however wise its plan, is sure to be degraded as soon as any considerable number concerned grow to think it has any efficacy in itself. The list of attainments demanded by law as a minimum of *scholarship* in a teacher has become in the eyes of our youth, and not a few school-officers, a great evil in its unprogressive result. Bald equipments, so narrow as to give no germinal power, are offered and accepted as evidence of "fitness to teach" in every county of this state. Some worthy superintendents protest, but are unable to turn the tide. There is no immediate help for this, except by just such stimulating, enlightening steps as this first educative effort to elevate our ideals of the possible improvement of *tests*. Of course the good work cannot end here, but the wise suggestive beginning augers much for the future.

Respectfully yours,

G. S. ALBEE.

IT was with great pleasure that we paid a visit, a few days since, to the Milwaukee kindergartens, under the supervision of Miss Sarah A. Stewart. This work is a new departure in the metropolis of Wisconsin, and is being closely and anxiously examined by both *believers* and *skeptics*.

Miss Stewart enters into her work with a preparation which few teachers possess—a broad and liberal education, familiarity with the details of intermediate instruction, a long experience in normal training. Added to this, during the last year she has visited Europe to familiarize her mind with the systems of Education in the Old World.

Knowing the above history of Miss Stewart, we were to some extent hopeful, in advance of our visit, to see some good work in this new field of labor. Our "great expectations" were far more than realized. With the little ones her presence was an inspiration. Order, earnestness, attention, neatness, and apparently entire freedom from constraint, prevailed in the school room. After two hours of detail in the class room, we went to the lecture room, and

there Miss Stewart gave an hour's work with the gartner teachers, which was clear, sympathetic and impressive. Our hope is that Miss Stewart may have grace and patience to "labor and wait" till she shall see a glorious fruitage from this auspicious beginning in Milwaukee. We can readily see the foresight and wisdom of Supt. MacAlister and the citizens of Milwaukee in affording such facilities and in providing such a director for the development, if possible, of Froebel's high idea.

The following statistics, relating to this enterprise in Milwaukee, we clip from the *Republican-Sentinel* of that city, of November 5th:

"The whole number of children enrolled in the public kindergartens of the city from the commencement of the year to date is 600. The number belonging at date is 508. These children, if not in the kindergarten, would most of them be in the lowest school grade. Eight teachers, with the present apportionment to each teacher, would be required to teach them. With the average salary of $500 for each teacher, the expense to the city would be $4,000. In the kindergartens there are only four salaried teachers, the work being largely done by students in the Kindergarten Training Class. Thus there is saved to the city the salaries of four teachers, or $500 more than the salary of the General Director. This $500 will very nearly cover the expense of the equipment of the kindergartens opened, so there has really been no additional expense to the city for the kindergarten work of this year. There are nineteen young ladies in the Kindergarten Training Class. The schools were organized on the 1st of April, and there was the usual summer vacation enjoyed by the children of the public schools. The young ladies of the Training Class gave their services for one year in consideration of the instruction received. Miss S. A. Stewart, general director, gives her time to one-half of the class in the foronoon and to the others in the afternoon. While not under her instruction, the young ladies assist in the school room. The headquarters of the system are in the Normal School building, corner of Prairie and Seventh streets. There is a school in the Eighth Primary Building; one in the Tenth District, on Twelfth street, beyond Walnut; one in the Twelfth District, on Hanover, between Mitchell and Lapham; and one in the Fourth District, at the corner of Eighteenth and Wells. The sub-directors are Mrs. Levings, who is located at the Twelfth District school; Miss Nichols, Eighth; Miss McCullough, Tenth; Miss Helen Warren, Fourth."

THERE seems to be an impression extant, especially among those who have recently come into the State as teachers, that the doors of the Wisconsin State Teachers's Association are not wide open, but only ajar; that a special invitation by its officers, or a letter of introduction from a member, or some other formal initiatory step is necessary to secure welcome or membership. Nothing could be more contrary to the fact. The Association is for all teachers and school officers in the State, is entirely voluntary in its membership, and gentlemen of the above classes become members by enrollment and payment of one dollar annually, and all women by enrollment merely, and entitled to all privileges incident to membership. It is especially desired that all teachers who have come from abroad present themselves for membership, that mutual acquaintance may be promoted, and that the Association may have the advantage of the wider or different experience of such as have worked in or have been familiar with other fields of activity than our own State. Quite a number have come into the State this year, and we hope to meet them at the

December meeting, as well as many prominent teachers of longer residence who have not hitherto actively identified themselves with the work of the Association.

MONROE, WIS., has been a somewhat noted geographic point in political history in the past, but Supt. Morgan and his wide-awake teachers gave a new impulse in the educational direction on Saturday, November 11. It was only a "teachers' meeting," but it drew a full house, notwithstanding the rain came down in torrents. The exercises were varied and profitable. Without being invidious, we would make special mention of Miss Van Wagenen's class in grammar, Mr. O'Brien's presentation of reading, and Prof. Twining's discussion of history, as decidedly instructive. Among other good things, the JOURNAL was not forgotten.

THE several college papers that come to us appear to begin the new year with more than usual vigor and ability in their editorial management. Especially is this true of the two university papers, *The Press* and *The Badger*. Excepting a little disposition to controversy, these papers give evidence of a purpose on the part of the managers to make them honorable exponents of life and thought in the University, and so complete in their record of graduates and under-graduates as to make them valuable *newspapers* to all former and present students and their friends. No field affords so good an opportunity for the cultivation and exercise of so many and valuable talents as that of journalism, and students who are willing to undertake the labor of conducting a college paper should be encouraged to do so by liberal patronage, and stimulated to their best endeavors by co-operation of fellow-students and by words of appreciation from all interested in the best results of college experience.

IN the Normal School at Potsdam, N. Y., under Principal Morgan, new life is apparent. Greater attention will be paid hereafter to methods, rendering the school more strictly a normal school. Hereafter a part of the professional work will be done in the "C" term with a view of affording opportunity for training to a much larger number of students, and thus carrying the work and influence of the school much further than heretofore. All the professional studies are to be completed in the first term (B) of the year, thus leaving the last term free for practice and observation in the training school.

Familiar Talks on English Literature, by ABBY SAGE RICHARDSON, Chicago: Jansen, McClurg & Co. Histories, studies, manuals, of English literature are multiplying rapidly in these days, indicating that the time is not distant when our own good mother tongue, and all that pertains to it, will be recognized as worthy of much more, and more critical study than has hitherto been accorded

to it in school curricula. Among all these later issues, we have noticed none so charming in style, so calculated to win attention and excite and maintain interest by judicious selections, and so admirable in the use of chronology, the facts of charcter and life, and of contemporaneous incidents to give interest and vividness to the story, as the one whose title is given above. The author says she is aware that the style used will be regarded sometimes as too familiar for the subject. Only literary critics will express such "regard" for the style used. That will be "regarded" one of the great merits of the book by the student.

We have received from the publishers, Cowperthwait & Co., Part II of Powell's Language series, entitled How to Write. The book is a natural and logical successor of Part I of the series, How to Talk. The purpose of the book is to train the learner in thinking and writing — to think methodically and write easily and correctly. We think the author has succeeded in making a valuable book,— discriminating, suggestive, and helpful for both teacher and pupil. It is one of the few books that may be put into the hands of pupils as a text-book for class work, and into the hands of the teacher for the purpose of developing originality, and suggesting possible drill work in every grade of school work. In our judgment the author herein surpasses his former effort in Part I, although that was excellent. Send to F. S. Belden, Manager, 153 Wabash Avenue, for a copy. Introductory price 60 cents. Exchange price 35 cents.

We have not through the year continually urged subscribers to the Journal to "*pay up*," for we had no occasion to do so. Our patrons have been commendably prompt, in the main, in forwarding their subscriptions, and the receipts have pretty nearly kept pace with expenses. All know that the Journal is not published as a money making enterprise, but solely as a medium of communication and helpfulness between school officers, teachers and patrons. The end of the year, however, is the time for settlement and balances, and we hope the three or four hundred subscribers who are in arrears will take an early opportunity to forward what may be due us. All who pay during the month of December will be charged only advance rates, viz: $1.00 per year. And if each one who sends an advance payment for the next year will "speak to his neighbor," the subscription list may be largely increased. We are especially desirous that district clerks be induced to subscribe, officially, as by law they are authorized to do. It is gratifying to be able to announce that the edition of the present number is larger than that of any month preceding during the year.

The present number of the Journal has been delayed a few days, in order to enable us to publish the programmes of the semi-annual meeting of the Wisconsin Teachers' Association, and of the annual meeting of the county

superintendents, to be held in Madison, December 26–28 inst. The ability and position of the men to present addresses and papers, those from abroad as well as those from our state, the varied and important character of the themes, and opportunities to be afforded for discussion, all combine to form a basis upon which to predicate an interesting and profitable occasion, and we hope to see a large attendance.

The meeting of regular institute conductors is to be held Thursday evening, December 28th, and continue through the following day.

We find the following sensible article in the *Oberlin Review*, and are glad to pass it along by giving it a place in the Journal.

The remarks which were made by the President at the opening of the term, and which have been re enforced since that time, in reference to useless expenditures of various kinds, we think deserve more careful consideration than they seem to have received. We have experimented with the mortar-board, and all will agree that it has been a failure. It is fast becoming a rarity on our streets, and the time is not far distant when the sight of one will create as great a sensation as it did last January. Now that the novelty of this antique head-dress is worn off, we have wearied of it, as children of their toys, and we are now, some of us, anxiously looking for some new plaything with which to while away the next year at college. There are persons who find it difficult to believe that they are college students without some mark in clothing or general appearances to assure them of the fact. It is an evil generation that seeketh after a sign. There are persons who in their eager pursuit of the externals lose sight of the real kernel and the inside meaning of life. We believe that they actually confuse the real objects of training, and regard class caps, class socials and class canes as the essential mark of a college life, while mental discipline is merely one of the "accidents." These individuals extend to mortar-boards and silk hats a share of that superstitious veneration with which devout but illiterate catholics bow down to the image of the Virgin Mary. But let us strive to remember that the essence of education no more consists in class insignia, than religion does in the worship of images. We may feel assured that these things add no more to our dignity than they bring credit to our good sense.

It is outline work that is the bane of the modern study of English literature. Folks will get together and learn the names of a herd of authors and writers, will try to remember when they were buried, and what was written on their tombstones. They will add to this a list of the books that some of the authors wrote, and call the whole the study of the "outlines" of English literature. All this they will do without reading the books of a single author, or committing to memory a single line that the great ones whose record they fain would know, have written. I should as soon expect to learn of the beauty of Helen of Troy by gazing at her bleached bones, or, in other words, by studying her in "outline." Better live a year or two with Burns, or Dickens, or Scott, or Longfellow, or Whittier, and learn every one of these people well, than to ramble around and know the "outlines" of all the poets and philosophers that ever lived.— *W. H. Smith, Ill. School Jour.*

EDUCATIONAL MEETINGS.

SEMI-ANNUAL SESSION OF THE WISCONSIN TEACHERS' ASSOCIATION.

Senate Chamber, Madison, Dec. 26–28, 1882.

PROGRAMME.

Tuesday Evening, Dec. 26.

7:30 — Organization.
Memory in Schools, Supt. George P. Howland, Chicago.
Report on a Professional Establishment of the Status of the Teacher, Pres. J. W. Stearns.
Discussion.

Wednesday Morning, Dec. 27.

9:00 — Opening exercises.
English Literature in Schools, Prof. C. B. Gilbert.
Discussion opened by Prof. C. H. Keyes.
Our High Schools, Their Merits and Defects, Prof. J. H. Terry.
Discussion opened by Supt. Albert Hardy and Prof. E. C. Wiswall.
Report on Moral Education, Prof. J. Q. Emery.
Discussion opened by Pres. John Bascom.

Afternoon Session.

2:00 — A Few of the Psychological Laws Disregarded in Teaching, Prof. J. H. Cummings.
Discussion.
What Modifications of the Public School Course do the Times Demand? Prof. A. R. Sprague.
Discussion opened by Prof. B R. Grogan and Pres. W. C. Whitford.
Discussion: Methods of Exercising School Supervision, Supt. John Nagle and others.

Evening Session.

7:30 — Address, Dr. Walter Kempster.
Report on Industrial Education, Supt. R. W. Burton.
Discussion.

Thursday Morning, Dec. 28.

9:00 — Opening exercises.
The Scholar who Thinks, Prof. F. W. Cooley.
Methods of Teaching Language, Supt. W. B. Powell, Aurora, Ill.
Discussion opened by Prof. J. G. Ingalls.
Natural Science in Schools, Prof. W. S. Johnson.
Discussion opened by Prof. T. C. Chamberlain.
Business.

Thursday afternoon will be occupied by the Convention of Superintendents.

SPECIAL NOTICE.

All lines of railway in Wisconsin will return all members of the Association for one-fifth fare.

HOTEL RATES.— The Park Hotel and Vilas House will entertain members for $2.00 per day; Capital House, for $1.25 to $1.50 a day.

C. F. VIEBAHN,
President.
W. J. BRIER,
Secretary.
G. S. ALBEE,
Ch'n Ex. Com.

PROGRAMME OF ANNUAL MEETING OF COUNTY SUPERINTENDENTS.

Madison, Wis., Thursday Afternoon, Dec. 28, 1882.

2:00 P. M.— Organization and roll call.
"That School at the Cross Roads," State Supt. R. Graham.
"Co-operation of School Boards and Superintendents," A. Hardy, W. R. Taylor.
"Relation of Superintendents to Moral Reform, Especially in the Use of Tobacco and Intoxicants," H. L. Smith, D. A. Mahoney.
"Possibilities of the Superintendency," J. T. Flavin, E. McLoughlin.

Of the two appointees, the first will formally present, and the second open discussion of the topic.

Superintendents are specially urged to be present, and work to make the session a success; and educators generally are invited to join in the discussions.

By the Executive Committee.

NOTES.

FRANCIS E. MATTHEWS was elected County Superintendent of Lincoln county, at the recent general election.

ON account of going away, Mrs. E. E. Woodman, of Baraboo, has resigned her position on the school board. The vacancy will be filled at the next meeting of the Common Council.

I. N. STEWART, formerly of Berlin, and more recently of Oconomowoc, has been engaged by Mr. Wilmot to conduct an academic department in connection with the Excelsior Business College, Milwaukee.

THE new Fifth District school building in Milwaukee, now in course of construction is pronounced by the Board of Public Works, to be the handsomest, most conveniently arranged and best heated and ventilated school structure in the Northwest. The building will probably cost $50,000.

THE superintendent of schools of Green Bay has adopted a new system in the management of schools of that city. Instead of having recess the schools are closed twenty minutes to 12 and twenty minutes to 4. The new order of things is said to give perfect satisfaction, both to parents and scholars.

PROF. PRAY, of the Whitewater, Wis., Normal School, has been given the room formerly occupied by Prof. Salisbury, and performs his work, while Prof. Humphrey takes the work formerly done by Prof. Pray. Prof. Gibson of Belvidere, Ill., has also entered upon his duties, having been engaged for the remainder of the school year.

CONSOLIDATION in educational publications is the order of the day. *The American Educator* has already been absorbed by *The Public School*. *The Messenger* will be united with *The Public School* on and after January 1, 1883. Prof. Hailmann will edit two colums a month in *The Public School*, in the interest of kindergarten instruction.

PROF. E. B. WOOD is compelled by failing health to give up teaching and will relinquish his lease of Racine Academy at the end of the quarter. He will at once remove to California. Mr. W. Hakes, his able assistant at the Academy, will succeed him in the management of the school, which will be continued without interruption.—*Journal.*

MISS FANNY C. COLCORD, of St. Louis, has taken charge of the Kindergarten department at the Normal School at Oshkosh. Miss Colcord comes specially recommended as an experienced and thorough Kindergartner, having served four years as director in one of the St. Louis kindergartens. Her predecessor, Miss Jones, has gone to Eau Claire, where she takes charge of a similar department.

THE teachers in Janesville have begun in earnest to build up a library for their special use. Prof. Burton and wife, and Miss De Etta Howard, purchased one hundred dollars worth of standard works at Sutherland's. They bought none but those which have a permanent value, and which every teacher will need for reference in reading. Such a library has long been needed by the teachers, and they are to be congratulated upon making such a good beginning in the excellent enterprise.

SUPT. AMOS ROSENBERGER, of Pierce county, is making the most of the "Grading System," and also of system of graduation from the common school course. Until these two plans are in general use there will be much wasted time in our common schools. A pupil of a country school does not know, without these standards, when he has mastered the common branches. A diploma at the end of any course, is an incentive, and a course can only be rational and clear when definitely outlined and graded from the beginning to a diploma.

THE ladies of Janesville have taken in hand the matter of establishing a free public library and reading room in that city, and are prosecuting the enterprise vigorously. Col. Burr Robbins has offered to give an exhibition of his great hippodrome and menagerie in the spring, the entire proceeds to be devoted to the cause. It will necessitate an outlay on the part of Mr. Robbins of about eight hundred dollars to carry out his part of the arrangement, as he will furnish everything except the expense attending the sale of tickets, which the ladies are to provide for.

A MOVEMENT is on foot for the establishment of a new educational paper at Boston, to be called *The American Teacher*. Presidents Eliot, of Harvard University, White of Cornell University, Barnard of Columbia College, and Gilman of John Hopkins University, and Superintendents Seaver, of Boston, and Rickoff, of Yonkers, are mentioned among those actively interested in the enterprise. It is proposed that the paper shall be devoted exclusively to education, and that it shall occupy the whole field of pedagogy, from the kindergarten to the university.

The new school house in District No. 8, of the town of Wauwatosa, was dedicated Friday evening, November 10th. Hon. E. D. Holton, of Milwaukee, was elected president, and made the opening speech. Superintendent MacAlister then followed with an enthusiastic speech on the New England system of common school management. Rev. Geo. Ide, of the Grand Avenue Congregational Church, was then introduced. His remarks were very appropriate, and upon the whole the exercises were very interesting and instructive.

S. R. WINCHELL, Esq., of Chicago, has become the New England Agent of D. Appleton & Co., in place of A. D. Small, who has accepted the sub-mastership of the Lawrence Grammar School, Boston. Mr. Winchell is of New England stock, and was educated in Connecticut, New York, and Ann Arbor

Mich. Since graduation he has taught successfully in the West, and [illegible] years the editor and publisher of *The Educational Weekly* of Chica[illegible] has been in the employ of the Appletons for more than a year, and [illegible] cess elsewhere has had the power to place him in this important [illegible] Mr. W. is a man of fine presence, of excellent ability, with a busines[illegible] ence of several years. We predict for Mr. Winchell a prosperous [illegible] this new field for his enterprise.

We find the following concerning singing in the report of the Ch[illegible] Falls schools. It is worthy of consideration by teachers of the county:

"This subject is receiving especial attention in our schools. It was [illegible] to be a fact that note music can be taught in most all the grades of the sch[illegible] No attempt has been made to teach note music in the Lower Primaries, [illegible] singing by rote is successfully practiced there. All the other grades are [illegible] ing and reading music, and the interest manifested in this subject is surp[illegible] ing. This new feature will be of especial interest to many parents, from [illegible] it has been so long neglected, and needed reviving. Many pupils have alr[illegible] found that they can sing, when but a few months ago it was difficult to [illegible] vince them that they could sing at all. There is no exercise in our sch[illegible] which is more enjoyable, or which will furnish any greater enjoyment [illegible] pupils in after life. It is an aid to reading, as it helps to cultivate the [illegible] Practically the benefits to be derived from it are numerous. It develops [illegible] der, promptness, regularity and thought. We do not see how such an [illegible] cise can profitably be dispensed with."

ACME SONGS FOR CHRISTMAS. (Words and Music) 18 [illegible] 30 Choice Songs. (16 [illegible] Only Christmas publication for Day Schools and Families. "Music for [illegible] Pres. Smith, Poughkeepsie, N. Y. Price 5 cents (mailed); 50 cts. per dozen.
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NOTICE TO SUBSCRIBERS.

Last month we sent out a number of bills and do the same this month. We hope for a prompt response, since a new firm will manage the JOURNAL next year, and a settlement of all old accounts is very desirable. WHITFORD & ROCKWOOD, *Publishers.*

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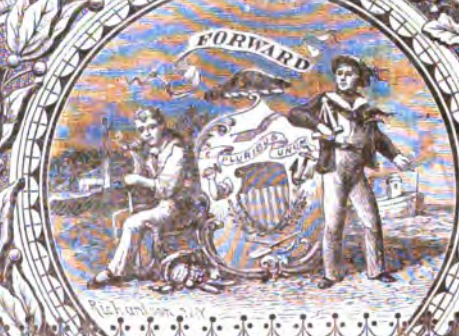

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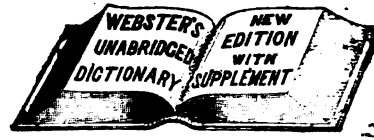

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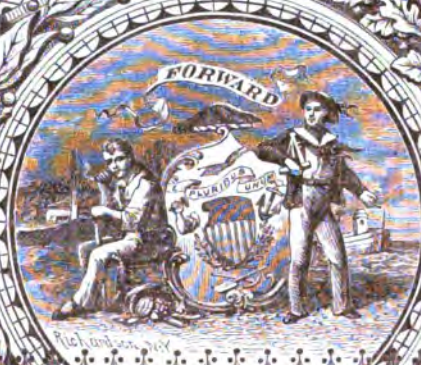

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